DOCUMENT RESUME

ED 122 845 IR 003 469

AUTHOR Waite, Charlotte E.
TITLE The Resource Centre at Madeley Court School, Salop: A Study of its Organisation and Operation.
INSTITUTION Wales Coll. of Librarianship, Aberystwyth.
PUB DATE 75
NOTE 116p.
AVAILABLE FROM Mr. Philip Whiteman, Head of Social and Management Studies, College of Librarianship Wales, Llanbadarn Fawr, Aberystwyth, Dyfed SY23 3AS, Wales ($1.00); Reproduced from best available copy

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Audiovisual Aids; Formative Evaluation; Independent Study; Individualized Instruction; Interlibrary Loans; Language Arts; Learning Laboratories; Library Expenditures; Library Facilities; Library Materials; Library Role; Library Services; Library Technical Processes; Material Development; Personnel; Reprography; *Resource Centers; School Buildings; *School Libraries; Secondary Education; Secondary Schools; Team Teaching
IDENTIFIERS Wales; Wired Information Service

ABSTRACT

The library resource center of a new school in Wales is described and evaluated. First there is an overview of the school itself: social environment, school aims, organization, individual and independent work, staffing, and growth of the school. Then various facets of the resource center are discussed: aims, design and layout; departmental resource collections; staffing; finance; audio services; material acquisition, selection, and retrieval; and relationships with outside agencies. Library and resource use is also considered along with supervision and individual learning and resources. The conclusion deals with the school's rapidly growing population, its continued expansion, the experimental nature of some of its programs, and problems of designing an innovative resource center. Recommendations are made regarding use of the center, training of staff and students, center staffing, better funding, and greater use of the county library's resources. Plans, illustrations, and a language arts unit are included. (LS)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED122845

THE RESOURCE CENTRE AT MADELEY COURT SCHOOL SALOP

a
study of its organisation
and operation
by

CHARLOTTE E. WAITE, B.A., A.L.A.,
Research Assistant
Department of Social and Management Studies
COLLEGE OF LIBRARIANSHIP WALES

BEST COPY AVAILABLE

Aberystwyth
College of Librarianship Wales
1975

2

IR 003 469

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

© 1975 College of Librarianship

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL BY MICROFICHE ONLY HAS BEEN GRANTED BY
Charlotte E. Waite Ainsworth
College of Librarianship Wales
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

CONTENTS

page no.

Acknowledgements

Introduction 1

Chapter One - Madeley Court School 3

Social environment 5

Aims of the school 6

Organisation 7

Individual and Independent Work 9

Staffing 10

Growth of the school 11

Chapter Two - the Resource Centre 13

Aims of the Resource Centre 14

Design & Layout 14

Departmental resource collections 21

Staffing 23

Finance 33

Wired Information Service 37

Acquisition, Selection and Retrieval of material .. 42

Relationships with outside agencies 48

Chapter Three - The Resource Centre in Use 53

The use of resources 54

Individual learning and resources 59

Use of the library 62

Supervision of the library 63

Conclusions 65

Recommendations 68

Appendices .....

1. - Plans of Madeley Court School

2. - CLW/Salop Resources Centre Project. Final report by B.A.J. Winslade.
Outline of final report.

3. - The Life of the Swallows. An example of work from the Language / Arts course, used with first year students.

PHOTOGRAPHS

page no.

Old Madeley 4

New Madeley - housing 4

Branch Library in the new shopping centre 4

Main school block 11

Shelving in the library 16

Recording booth and technician's work area 18

Humanities resource collection and work room 21

The Wired Information Service - control unit, bank of playback machines, tapes and visible index.. 36

Using the Wired Information Service 36

ACKNOWLEDGMENTS

I should like to thank Mr. Hugh Cunningham the headmaster, and the staff and pupils of Madeley Court School for their co-operation in the preparation of this report. I owe an especial debt of gratitude to the Librarian, Ms. A. Crutwell and the Resources Adviser, Mr. M. Bannister for giving so freely of their time and for their invaluable support and advice.

My thanks are also due to Mr. Jim Davies, Adviser at the Salop County Education Department and to the staff of the County Library Service for their assistance.

Finally I would like to express my gratitude to my colleagues at The College of Librarianship Wales, for their advice, assistance and support throughout the project.

Charlotte Waite.

INTRODUCTION

The first phase of research which was carried out by B.A.J. Winslade from January 1970 to December 1971, involved giving practical advice and assistance to Salop Education Authority on the setting-up of a resource based system of learning in a new school, Madeley Court. The latter is the first of several new comprehensive schools being built to accommodate children from the new town of Telford and it was hoped that the lessons learnt from the establishment of Madeley Court would be useful in the planning of these other schools. A report was produced which traced the development and implications of resource centres in schools in the U.K. and the development of one such unit at Madeley Court School.**

The purpose of this second phase of research from September 1973 to July 1975, has been to monitor the development of the resource centre in the first four years of operation. This has involved looking at the organisation and use of resources in the school and the ways in which these are fulfilling the aims and objectives of the curriculum.

The school is in a constant state of development and change and in addition is experiencing many of the problems associated with the establishment of a new school. It must be emphasized that the issues

---

** CLW/Salop Resources Centre Project. Final report by B.A.J. Winslade B.A.,.Dip.Ed., Dip.Lib., A.L.A. Available on loan from The Librarian, The College of Librarianship Wales, Llanbadarn Fawr, Aberystwyth. See Appendix 2 for contents page of that report.

recorded in this report are those concerning the school in the very early years of its development. When the building of the school is completed and staff have had time to build up resources and expertise, many of the present problems will disappear.

Secondly, it must be emphasized that this report is not an examination of the whole school, but is limited in scope to those aspects of resource provision and management which are of concern to school librarians and teachers.

It should also be emphasised that the views expressed in the report are those of an outside observer and do not necessarily accord with the views of others associated with the school.

CHAPTER ONE - MADELEY COURT SCHOOL

Social environment

Aims of the school

Organisation

Individual and independent work

Staffing

Growth of the school

Branch Library in
the new shopping centre

Old Madeley

New Madeley
- housing

MADELEY COURT SCHOOL

Social environment

Madeley Court is the first of several new comprehensive secondary schools being built as part of the new town of Telford, and is the only one in use at present. The main catchment area is two large estates in the new town area of South Telford.

The vast majority of the population is new to the area, drawn by the need for housing. Employment prospects for semi-skilled or unskilled workers are not good and many travel considerable distances daily to work. This applies even more strongly to skilled and professional workers. Therefore the area is a computer dormitory.

Another characteristic, perhaps not unrelated, seems to be a lack of stability in family lives. A sizeable proportion of the pupils come from one parent families or broken homes - this was as high as 40% from one primary school in 1973.

A high proportion of families is in some form of need or social difficulty. At one time the proportion of pupils on free school meals was approaching a third. This figure dropped to 20% with the improvement in employment in 1972, but the present economic recession will affect this radically.

Madeley Court is an eight-form entry comprehensive school for pupils of 11-18 years, built in conjunction with a joint-use recreational centre on a site of 68 acres. The intention in designing the site and the buildings was to provide an integrated complex for education and recreation, and there are some joint staff appointments, though

the management of school and centre are separated.

Aims of the school

The school attempts to allow for the mobility anticipated in a new town. The major aims are:-

1) that the school should be comprehensive in its attitude towards pupils: they should be accepted for what they are and not what they ought to be. Therefore the educational starting point is the values brought to the school by the pupils rather than thos imposed by the staff.

2) that the school should be comprehensive in its style of work in that it should avoid arbitrary selection. Through an emphasis on small group, individual and independent work it is hoped to change the emphasis from instruction to learning and so minimize the need for streaming.

3) that the school should use its links with the recreational centre to develop as a community school, which means pursuing greater involvement with and by parents and the local community.

These three aims were set as the guidelines for the kind of school visualised and for the objectives to be set in planning the education of pupils, which was to focus upon:-

a) the knowledge, skills and attitudes necessary to promote the levels of competence required for working life.

b) the social education required by an educated citizenry, provided

through the community life of the school or through specific programmes designed to cultivate rationality and tolerance.

c) the personal development of pupils through moral and aesthetic education.

These were the aims that shaped the organisation of the school.

Organisation

Emphasis has been laid upon a tutorial system which gives the pupils a sense of acceptance and security, necessary to ensure successful learning. The pastoral organisation and the curriculum are inseparable parts of the whole and cannot be seen in isolation. Some staff are appointed with pastoral as well as academic responsibilities. These are the half-year tutors who also carry departmental responsibilities as heads of subjects.

The curriculum for the first and second years is arranged in three major blocks and three subjects:

a) Language/Arts: an integrated course taking the place of English, Religious Education, History and Human Geography; Drama is linked with this.

b) Environmental Science: a linking course of Mathematics, Science and Physical Geography.

c) Crafts: a foundation course linking home economics and crafts. It has been found necessary for Art to be taught separately although links are maintained.

d) French: this is taught to unstreamed groups in Year One, and is setted in Year Two.

e) Physical Education.

f) Music. When the link block is built (see App.1), it is planned to introduce timetabling which would allow for links between Art, Drama, Music and Movement.

In addition in the lower school, period seven each day is designated Study, when the group does prep with its tutor present. The aim is for tutors to teach in one of the major subject areas, so allowing for plenty of work contact a week in addition to registration.

In the third year, the aim is to provide the experience needed to allow for meaningful choice in year four. It is at this point that Independent Work Periods are first introduced, and traditional academic subjects begin to emerge.

In years four and five, five subject areas are compulsory - English Language and Literature; Social Sciences; Mathematics; Science and Crafts. A further two options have to be selected from - a) French or a Craft or Office Skills; b) German or a second science or a second social science or crafts or office skills.

These subjects occupy thirty out of the forty periods; there are a further four periods of Independent Work Programme to allow for extra specialisation.

Individual and Independent Work

Within the mixed-ability framework, the intention is to allow for the maximum use of individual work. Apart from work within the curriculum, structured to encourage choice and cater for differing interests and abilities, independent work periods are introduced in the third year. "Independent" means independent of a timetabled teaching group. The objectives of this system are to replace "courses" by a more individualised curriculum, where the pupil supplements a basic core of subjects with work to satisfy his aims and interests. This system also releases more staff time to be used firstly, to give smaller teaching groups, secondly, to provide more pupil guidance, and finally, for the organisation of materials.

Individual work is also used to cope with the sizeable remedial problem in the school. Remedial teachers work in the teams to train staff in the best approaches to the organisation of suitable material to cope with learning difficulties. A/V equipment and graded material are used to provide specific programmes of work for individual pupils.

A closely related problem is that of disturbed or disruptive pupils. It is hoped that the system of independent work will free enough teacher time to operate a well supervised special timetable for pupils who cannot fit in with the groups.

Staffing

The structure aimed at is a series of interlocking and overlapping teams.

1) In order to achieve the blocking of the timetable into large subject areas, teaching staff are organised in teams covering the areas. The curricular teams can be interdisciplinary, e.g. the Language Arts team, or departmental, e.g. the Modern Language teachers working as a subject team within the block of time allocated to Language Arts.

2) Pastoral care is the responsibility of the half-year tutor teams, who work with the Heads of the Upper and Lower schools to give continuity of pastoral care.

3) Heads of major subject areas act as curriculum coordinators by organising and evaluating the contributions of subject disciplines.

4) The central support team is composed of a group of advisers, e.g. Resources Adviser, Remedial Adviser, whose role is to provide specialist expertise and in-service training.

5) The central administrative team provides leadership and support for the whole school. The team is composed of the Head, Deputy Headmaster, Deputy Headmistress and Senior Master.

Growth of the School

The recreation block and the main school block opened in September 1971. The link block and lower school block (see App.1) are still missing, which means that the school is fully provided for in science, craft and physical education, but desperately short of accommodation for music, drama, languages and humanities.

Main Social Block

The school opened with 180 pupils, of whom 27 were in the second year, and was planned to grow with a new first form intake each year. Six months after the opening of the school, the excessive growth of the third year at the nearby Abraham Darby school made it necessary to admit pupils in their third year. Rapid unplanned growth of the upper school followed. In addition, by the end of the first two years of the school many pupils had already moved out of the area. This fluctuation, coupled with the excessive growth, created many problems.

The main problem is the shortage of accommodation. There are now 1020 pupils in buildings meant to accommodate 700. The imbalance between science/crafts and languages/humanities accommodation has been made more acute.

The school has been fortunate in having a rapid growth of staff to cope with the problem, but such rapid expansion, combined with constant instability of teaching groups, has caused difficulties. Adjustments have had to be made in the timescale of the curriculum planning. The anticipated slow growth of a group of children with wide ability range was planned around individual programmes of work. In fact, the rapid increase in numbers of pupils has meant the need to move in the upper forms to a year group organised into sets and option groups. The need to prepare for C.S.E. Mode I exams has put the emphasis upon classroom teaching for which the school was not designed.

At present one of the main objectives is to improve the efficiency of mixed-ability teaching. This means concentrating on the problems of stretching the ablest pupils, giving remedial help to those who need it and assessing performance within a mixed-ability group so that the middle band does not under-achieve. There is a danger that pupils are happy but not extended. Staff are concentrating on organising a wide range of individual work which is intellectually stimulating and at the same time carefully structured to the appropriate ability level.

These objectives hinge upon the work of the Resource Centre.

CHAPTER TWO - THE RESOURCE CENTRE

Aims and objectives

Design and layout

Departmental resource collections

Staff

Finance

The Wired Information Service

Selection, acquisition and retrieval of resources

Relationships with outside agencies

AIMS OF THE RESOURCE CENTRE

The overall purpose of the resource centre is that it should act as a supportive agency to both teachers and pupils. By centralising many activities commonly dispersed in other schools, by providing professional advice on the selection, utilization and evaluation of resources in the curriculum and by providing staff and equipment for the production of teaching materials, it was hoped that teachers would be able to carry out their work as economically as possible in terms of finance, stress and time. Thus more time would be freed for professional matters such as curriculum development and pastoral care. It was hoped that the resource centre would collect and house a central collection of multi-media materials for reference and research, and provide an information and bibliographical service for staff and pupils. All teaching materials throughout the school would be recorded in a central catalogue to ensure ease of access and maximum utilization of stock. The centre would also organise loans of material to the teaching teams, utilizing outside agencies as required.

DESIGN AND LAYOUT

A school is a living, dynamic institution which must be capable of constant modification and change to meet the many and diverse needs of its community. The resource centre especially, as the heart of the school, must be able to absorb and reflect such change. This means that flexibility must be the guiding principle governing the planning and furnishing of the school.

Flexibility at Madeley Court was achieved by large, open-plan teaching areas capable of being screened off into smaller units, some classrooms, smaller seminar rooms and facilities for individual study.

Electronic linkage with the resource centre was provided at various points throughout the school and provision made for storage of materials in the teaching areas. In view of these factors, it was decided that a central site for the resource centre was not essential and it was built in a cul-de-sac at the end of the main teaching block. This has the advantage of avoiding the problem of constant traffic experienced by some of the central teaching areas, but prevents quick and easy contact, especially from the Science and Craft areas.

The resource centre is housed on two levels with no direct link between the two (see Appendix 1). Access is via a staircase which opens from the top floor into a corridor outside the entrance to the lower area. This staircase also provides access to the teaching areas. There is a lift which opens into the upper area and the corridor outside the lower floor.

The lower level was planned as a traditional library occupying an area of 1656 sq.ft. Because of financial setbacks, this is a much smaller area than was originally envisaged. This is divided into a book storage area capable of holding approximately 12,000 books and a study area containing 22 individual study carrels and a small area with 10 easy chairs.

Shelving in the library

The library was equipped with seven foot high wooden shelf units, some of which are attached to the walls, while the rest occupy approximately half the floor space. These could not possibly have been chosen with flexibility in mind being virtually impossible to move. They are very heavy and have been positioned in such a way that much of the library is dark, gloomy and extremely difficult to supervise. What was needed was light, free-standing shelving which could be easily rearranged and adapted to suit the varying needs of the library. Maximum floor space would have been available for seating and circulation whereas now there is accommodation for only 32 persons in study carrels and easy chairs.

Despite the early recognition that the library would be storing all types of media, there was very little provision made for anything other than books. Some small wooden shelves were provided where slides are at present kept in Prinz magazines. This does not permit easy browsing, and a system of storing slides in plastic wallets in filing cabinets would be preferred were there sufficient floor space.

There is a display rack for periodicals, but no facilities for the storage of other materials, eg. records, tapes, wallcharts and ephemera. Wallcharts soon became a problem which has eventually been overcome by the construction of a metal frame which supports wooden slats. The wallcharts are arranged in Dewey order and clipped to labelled slats. There is a flat surfact for viewing at one end of the frame. This simple home-made device permits easy browsing and retrieval.

Ephemeral materials such as newspaper cuttings, magazine articles and pictorial material are stored in pamphlet boxes labelled on the front by topic. These boxes are stacked in alphabetical order on the open shelves. Tapes, records, Jackdaw folders, filmstrips and all other materials are housed on the open shelves. Two eight-tray units and two small cupboards were provided which house library stationery and processing materials. This is the only storage space in the library.

There is no specific area designed for a staff office and there are no work-surfaces. The librarian's desk is in a corner of the library between the catalogue and the first row of shelving. This means that noise from the typewriter or telephone can be heard throughout the room and the library staff have no facilities for private consultation, lockable storage of material or processing of materials. The issue system has to be operated from a table near the entrance to the library, which is difficult to supervise.

Another disadvantage is the absence of floor or wall space in the library for exhibitions or displays. Thus the librarian has been deprived of a valuable means of stimulating interest in the library by displaying new acquisitions, material on a theme of current

interest or brightening up the room with posters. At the time of writing, the staff pigeon-holes which used to occupy shelving to the left of the entrance to the library have been removed. One possibility is that some of this shelving could be dismantled to make room for a display area.

The upper level occupies a half-floor overlooking the library and has a total area of 864 sq.ft. As with the library, the size of this area had to be reduced because of financial considerations.
This upper level was originally envisaged as housing:-

a) the control unit and bank of playback machines for the Wired Information Service. (See pp. 36)
b) a recording booth - a lockable room measuring 6' x 12' providing an area for recording audio and video material and some storage space for small items of equipment. There is also a technician's work area.

Recording booth and technician's work area

c) a mobile storage unit - a Remploy-Lundia rollstore unit capable of storing 10,000 books and occupying a floor space of 188 sq.ft. In fact, the rollstore unit is not being used for the storage of books and part of it is being dismantled to create more work-space.

d) the typist's desk.

In addition, the area also contains the school's reprographic facilities, as no provision was made for housing these elsewhere in the school. The machinery consists of an offset-litho duplicator, electrostatic copier and heat copier. Noise from this machinery and from people filters into the library because of the open gallery, and it is planned to put in glass partitioning to minimize the disturbance to library users. When the building of the school is eventually completed there will be provision for a print room elsewhere.

General storage facilities are provided by various types of cabinets over which a wooden working surface of approximately 70' x 3' runs round two sides of the room. Tables occupy the remaining floor space where it was envisaged that teachers and resource centre staff could plan units of work. In fact, most of the space is needed for the stapling and collating of material so that planning has to be done in the teaching areas.

It is obvious, from the list of facilities housed in this upper area that it is seriously overcrowded. More space is needed, particularly for the technicians' work area, the storage of large items of equipment and for the planning and layout of material.

The design of the resource centre on two levels, however, and the over-provision of heavy, immobile shelving on both floors has so far reduced its flexibility as to admit very little possibility of change.

The resource centre was also built with no darkroom for photographic work. This has now been provided by the conversion of a storeroom in the art area next to the top floor of the resource centre, paid for and installed by the school.

Many of the shortcomings in the design of the resources unit could have been avoided at the planning stage had there been more specialised knowledge of the needs and functions of school library resource centres. It is recommended that for the planning of resource provision in other new schools, the county should call in the advice of specialists in the field.

DEPARTMENTAL RESOURCE COLLECTIONS

Departments house and control collections of material that are in constant demand, specialised curriculum materials and home-produced resources. At present, the storage needs of each department are still unclear, but the flexibility of the teaching areas will permit facilities to be provided to suit the developing needs of the departments. The Humanities Department has walled in one end of its teaching area and equipped it with shelving to house a variety of media and work tables for staff. Other departments are using the small work-rooms at present.

Humanities resource collection
and work room

Most of the material in the departmental collections is bought by the departments from their own funds and catalogued by a variety of methods. Unfortunately, very little of this material is recorded in the main catalogue in the resource centre, but departments are keeping a record of accessions and it is hoped to centralise them in the future. The teaching teams have learned for themselves the necessity for control of their resources and have each established

some system of organisation. Ideally there should be sufficient ancillary help to work with the teaching teams on the organisation and control of departmental resource collections.

The ideal of inter-disciplinary use of resources is well-known, but in reality there is a need for more coordination between departments in the use of the same resources. It has been found for example that the use of material in Art classes that has already been shown in connection with Science can detract from its impact and draws cries of protest from the pupils. In order to eliminate this 'upstaging', a course calendar is being planned so that all staff will know what is being studied throughout the school and can plan the use of resources accordingly.

STAFFING

The impact of a resource centre in a school depends to a great extent on the reliability of the services it is offering. If the centre can prove itself by fulfilling the needs of the staff and students promptly and efficiently then it will be justifying the investment of money and manpower with which the school has entrusted it. This means that reprographic work will be completed on time and be of a consistently high standard, that equipment will be where it is needed in good working order, that there will be an up-to-date, efficient information service and professional advice on all aspects of resource provision.

For a resource centre to operate efficiently, it must have sufficient staff. What is often not realised, when a school such as Madeley Court is set up with the emphasis on individualised learning, is that the normal staffing ratios based on capitation will not be sufficient. The amount of work generated by the staff and pupils, and the need to provide more materials for each student which results from such an approach to learning, means that there must be an enhanced scale of provision of staff and money in order that the school can function efficiently.

Part of the raison d'etre of a resource centre is that it helps avoid the wastage of public money, so often accepted as normal, which results from the use of highly paid staff for work that could easily be done by ancillary staff. Without such help, teachers and school librarians would be spending an alarming proportion of their time on clerical, administrative or general tasks, at the expense of planning the

curriculum, researching material or evaluating a unit of work, or equally important, at the expense of their health and creative vitality.

Teachers therefore will rely on the resource centre to provide the following:-

1) a bank of materials for research in planning resource provision for units of work. The services of a Chartered Librarian are an advantage for the acquisition, organisation and control of these materials, the maintenance of an up-to-date catalogue of materials throughout the school and the provision of a reference and information service to staff and pupils.
2) production of teaching and learning materials. This can involve typing, layout, graphics, copying, printing and duplicating, packaging, collating and stapling, and recording audio and visual off-air broadcasts. The services of at least one full-time typist will be required, plus graphic skills, someone to operate the offset-litho and someone to take charge of the recording of broadcast material. It will also involve specialist help in the making of tapes, films, T.V. programmes etc.
3) servicing of equipment, technical advice, manning of the Wired Information Service.
4) advice on the use of resources in the teaching and learning programme.

In order to provide such a service, Madeley Court resource centre has the following staff:-

Resources Adviser

He is an experienced teacher who is responsible for the overall control of the centre and its relationship with the teaching staff.. He should have only a light teaching load and his other duties include:-

a) administration of the centre - financial requirements, ordering materials, equipment and resources, responsibility for the ancillary staff.
b) liaison with teachers - working with teams in the selection, use and evaluation of materials and attending planning meetings.
c) curriculum development - working with teams.
The curriculum is in a constant state of modification and progression.
d) in-service training - training members of staff in the operation and use of equipment and resources.

During the past year the Resources Adviser has been spending half his time teaching, leaving inadequate time to fulfil his many other functions. Therefore he must have priorities in the allocation of his remaining time. Top priority is given to teachers and their problems, this forming the bulk of the in-service training done by the Resources Adviser. He prefers to give aid by example, working with the teacher to produce a solution to a particular problem. Workshop courses are held each week to discuss problems or practise the techniques of using equipment or making resource materials. In-service training is a very time-consuming responsibility, leaving the Resources Adviser little time, approximately five hours a week, for administration of the resource centre.

It is essential that first priority be given to the pupils, the staff and the curriculum. The resources team are well aware of the dangers of superimposing a highly efficient resources system on an unwilling confused staff, and everything possible is done to ensure the involvement of both staff and pupils. Given this, there must be sufficient time allowed to the resources staff to create and maintain an efficient, smooth-running administration. The current teaching load of the Resources Adviser is such that he is unable to devote sufficient time to his many other responsibilities, and is often not available for consultation. It is recommended therefore, that there should be regular meetings of the resource centre staff.

In addition, there would seem to be a need to reduce the responsibilities attached to the job of Resources Adviser. Possible ways of doing this are by reducing his teaching load, or by reallocating his administrative duties.

The Librarian

Madeley Court was fortunate in being the first school in Salop to have the services of a qualified librarian, seconded full-time from the County Library.

In the publication School Library Resource Centres: recommended standards for policy and provision (Library Association 1970), it is recommended that "there should be sufficient clerical help available so that the librarian is not in any way inhibited in the exercise of his professional skills". So far at Madeley this has not been the case. The library started life with no help, but soon acquired one hour of clerical help per day from a 'floating' secretary. This has

now been increased to twenty hours per week. The school has now grown to 1200 pupils, however, for which the Library Association recommends one librarian plus one assistant librarian and one full-time clerical assistant with further recommendations that there should be additional clerical help in schools such as Madeley Court where there is no centralised purchasing scheme in operation. At present the librarian is having to forego important matters requiring her professional attention, in order to keep up with non-professional routine jobs such as dealing with invoices, correspondence with suppliers, packing and mailing parcels, filing catalogue cards. This is a great misuse of the professional skills for which the librarian has been appointed to the school.

The librarian has responsibility for the selection, organisation and control of a multi-media resource collection, designed to serve the learning and leisure needs of the school community. A great deal of time is spent answering the many and diverse reference and general enquiries for pupils, teachers and administrative staff. The library also runs, for staff, an information and bibliographical service, an inspection copy service and coordinates and controls the hiring of films. The librarian scans periodicals, newspapers and publishers' catalogues to bring new teaching materials, illustrations, and books, reports and articles on education to the notice of staff. Advice is given to curriculum planning committees on the viability of themes and the availability of materials. Links are maintained with the County Library Service in Madeley and Shrewsbury, and topic loans have to be ordered and collected. Opening hours of the school library are from 8.15 a.m. until 4.30 p.m.

With this range of services, the inadequacies of staffing can be seen to be acute. Inevitably, some important services are suffering.

The responsibilities of the librarian are greater at schools such as Madeley Court where there are decentralised resource collections. Ideally these should be in the overall charge of the librarian and assistance and advice given in their organisation. Lack of library staff prevents this.

Other services suffering are the cataloguing of material; helping pupils find and use material; maintaining and enlarging the collection of ephemeral material; promotion of recreational reading; keeping up to date with recent publishing, especially in the field of children's literature; reading reviews, journals, etc.; assembling exhibitions.

The presence of the librarian has gradually been accepted at Madeley Court, as teachers discover and develop more ways of exploiting her professional skills. As yet, the lack of definition of the role of the professional librarian in schools is reflected in the differences between Local Authorities in the status and salary accorded to the post. At Madeley Court, the librarian now has Head of Department status within the school, but no corresponding salary. If there is to be parity of status between librarians and teachers in schools, it would seem to follow that there should be parity in salaries and conditions of service.

The Library Clerical Assistant

This is at present a part-time post of twenty hours a week, covering the following duties:-

a) shelving of books. Keeping the shelves in order.
b) dealing with invoices, library accounts and correspondence with suppliers etc.
c) ordering and returning films.
d) checking and distributing periodicals.
e) processing of all types of media.
f) typing and filing of catalogue cards.
g) sending overdue notices weekly to staff and pupils.
h) mounting and labelling of slides. Keeping charts, a/v materials in order.
i) handling queries in the librarian's absence and aiding in general supervision of the library.

It is obvious from this list that twenty hours is not sufficient to perform all these tasks, and in accordance with the Library Association recommendations it is urged that this should become a full-time post.

Resources Officer

This is a full-time post with responsibility for the servicing and maintenance of the school's collection of hardware and the instruction of staff and students in its use. He assists in the making of films, photographic work, audio and video recording and, because of the shortage of typing staff, also spends two days a week duplicating

material on the off-set litho machine. This seems to be a great misuse of his time. The Resources Officer has unique skills skills in the school and could offer a great deal more in the way of making equipment and software. At present much of his time is spent repairing and ordering hardware and materials from suppliers, leaving little time for the maintenance of the school's equipment.

Resources Secretary

This is a part-time post of 30 hours a week.
The secretary is responsible for the typing of most teaching material produced by the staff, as well as the clerical work involved in the administration of the resource centre. In addition she does most of the radio and T.V. recording and also operates the Wired Information Service.

Resources Technician

This is a part-time post of 20 hours a week, with responsibility for the operation of the off-set litho machine. Because of the shortage of typing staff, a proportion of this time is also spent on clerical duties.

In addition to these paid staff there is some voluntary help. One person comes in every day from 10 a.m. to 5 p.m. to help with stapling and collating of material and parents offer help from time to time. Without such voluntary help the resource centre would be in great difficulty, but unless a person is willing to make a regular commitment to work a set number of hours each week it is often extremely

time-wasting training someone to do a job if he or she can only stay for an hour or two. Voluntary help should only be used as a bonus, not as a substitute for paid staff essential to the running of the resource centre. This is unfair to all concerned.

What is often not recognised when a new school is set up, particularly one such as Madeley Court where the teaching philosophy is based on individualised learning, is that a great deal of ancillary help is going to be required for some months before and after the school opens, in order that there will be an efficient resource centre usable from the first day.

The resources unit at Madeley Court had a number of staff appointed before the school opened, but the use of clerical staff for general clerical work made this much less of an advantage than it seems. The Winslade report* suggests provision of staffing on a similar basis to the setting up allowance given to a new school i.e. when new schools are being established, there should be a number of clerical staff, over and above the norm, but on a temporary basis for the period of establishment only. This would avoid the backlog of work that built up at Madeley, and the strain on resource centre staff of trying to cope with this, as well as the day-to-day demands of the teaching staff.

The success of any team of people depends to a large extent on co-operation and enthusiasm. The Resources Adviser has a vital management role to play here, to ensure that teachers are planning their work far enough ahead to prevent undue pressure on resource

---

* B.A.J. Winslade, op.cit., pp. 74-75.

centre staff, to ensure that the system he has set up is working as smoothly and efficiently as possible, and that no unreasonable demands are being made on any member of the team. It is a great tribute to the resource staff at Madeley Court that they get through so much work, but it is unfair to rely on people's goodwill to pull the school through. It is recommended therefore at the very minimum that the posts of Library Clerical Assistant and Resources Secretary be made full-time.

FINANCE

The financial outlay on resources is for the purchase of commercial software by the teaching teams and the Librarian or for the home production of material. The resource centre has to centralize purchasing of materials and equipment in order to get the best advantage from discount through bulk ordering. This is done by keeping a close watch on the spending patterns of the departments and apprehending their needs well in advance. Twice a term statements go out to the teams under the following headings:-

Reprographics	Projection and display
Photographic	Repairs and Maintenance
Recording	Storage and retrieval

On the 1st January these statements are used by the Resources Adviser to predict the outlay required in the coming fiscal year. After negotiation between the team heads and the Resources Adviser a sum is agreed and transferred on April 1st to the resources bank.

In 1973-74 this bank amounted to £3000 - about half the school capitation for 800 pupils. This large amount was the result of the need felt in earlier years by the skeletal teams to experiment with various forms of home produced and commercial material before coming to firm decisions on exactly what to invest in. Now that the curriculum is taking shape and the teams have achieved optimum strength for a school of 1200 pupils, this high rate of in-house production should decline. More good quality commercial source

material is now being published than ever before and the emphasis is changing in the school to producing good study guides for such material. Inflation has made home production a costly business and with the limited ancillary help available, the rate of production has to be limited accordingly.

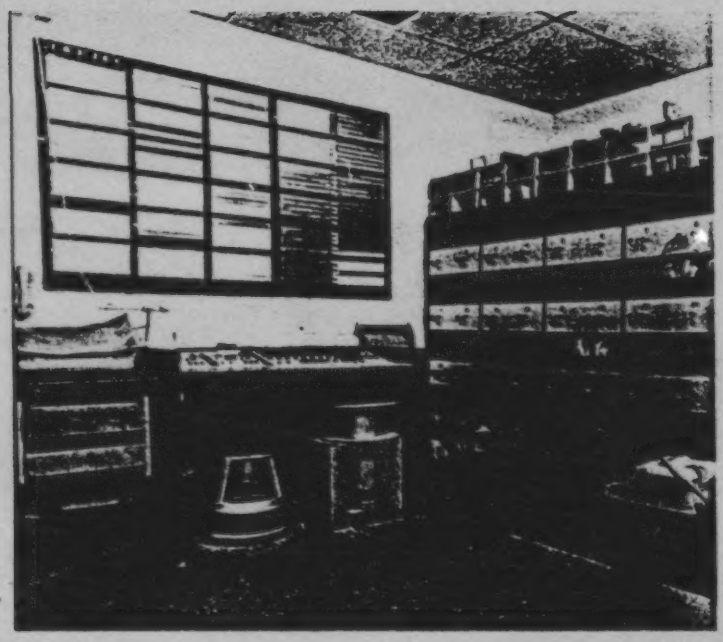
In January 1974, 20% of the resources bank was still in hand but rising costs have cut this almost to zero by January 1975. The resources bank for 1974-75 began at about £3000 - about 30% of the school capitation for 1100 pupils. This means that production work will have to be cut and very careful planning of the curriculum exercised by the teams.

Until now, little need has been apparent for the maintenance, repair and replacement of hardware and software. The setting-up allowance for hardware was spent early on. Departmental stock received a final boost of approximately £10,000 in 1973-74. The library receives a setting-up allowance for the first six years over and above the amount allocated by capitation. This setting-up allowance amounts to £1100 per annum and is used to build up the collection as curriculum trends within the school become apparent.

This leaves little or no money for maintenance of stock. The current bill for basic maintenance of A/V equipment alone is approximately £800 a year. There is also a high degree of wear on books in a resource based system and theft and abuse of books are common.

In 1975/76 the school will have to put forward a case for increased capitation on the grounds of costs having increased by at least 40%. More realistic support for the maintenance and replacement of hardware

is becoming a pressing need. Within the school the resource centre will continue to encourage more careful planning and evaluation by the teachers and maintain close links with the teams in order to know their needs and help them to decide wisely on purchasing good source materials.



The Wired Information Service - control unit, bank of playback machines, tapes and visible index.

Using the Wired Information Service.

THE WIRED INFORMATION SERVICE

For some years wired information systems have been in use in the United States for audio-visual programmed learning. The custom-built Wired Information Service at Madeley Court is the first of its kind in the United Kingdom.

The unit consists of a bank of cassette tape recorders housed in the resource centre and linked to various study carrels throughout the school. It can be used only for playback purposes; it is not possible to make a recording with the system. A student wishing to hear a tape rings up the resource centre from one of the phones which are placed near each group of carrels, and asks for the cassette he requires. This is put on the relevant machine and control given to the student by flicking a switch. By means of a joystick the student can stop the tape as he wishes and wind it backwards or forwards. When he has finished, he switches off. This lights up the control panel in the resource centre. The tape is then removed, and checked by the resource centre staff. There are also facilities for a whole group to listen to a tape at the same time.

The approximate cost of the equipment and its installation was £ 16,000. It was felt that in this age when young people listen and look at recorded material as much, if not more than they read print, few schools were exploiting the educational possibilities of audio-visual material to their fullest potential. In a school trying to encourage individualised learning, a system which is controlled by the learner was felt to be a great asset.

Although both sound and visual linkage were envisaged, the system eventually installed provided for audio transmission only. It is now felt that visual linkage is a refinement that the school is not yet ready to develop. Slides could be projected in the carrels if one side of the latter were painted white, or hand-held viewers were used.

The system was planned at a time when there were no cassette tape-recorders on the market. Clarke and Smith were the first company to produce them in this country, though by the time the system was installed at Madeley, there were others available. Clarke and Smith cassettes are non-compatible with the standard type of cassette now manufactured and widely used for commercial recordings. Technically they are of better quality and have a longer life. They are more expensive than a standard cassette, the current price being £2.50 for four tracks, each lasting 20 minutes.

In the survey carried out by the Research Assistant, staff were asked to say whether or not they used the Wired Information Service. Those who answered "yes" were asked to state in what ways they used it and what advantages they found it gave them. Some of the answers were as follows:-

- "It diversifies the activities we are able to offer students."
- "Helps to set out individual work programmes, particularly for poor readers. I don't use it as much as I would like, chiefly because of lack of time for preparation of material."
- "It should be used for more able kids for background information and to broaden their research."

- "For theory work in support of practical subjects. It makes individual work more possible. But it is time consuming making tapes, and the booths are too far away."
- "I sometimes use it for less able pupils using a learning programme in conjunction. Also for more able for extension work."
- "I use it in conjunction with tapes aimed at specific ability levels plus wallcharts, worksheets, slides, etc."
- "For tapes of stories and poems as stimulus for creative writing."

Those that answered "no" were asked to give their reasons.

- "Not enough help to man service efficiently. Not enough points in my area (Language/Arts)."
- "Not enough time to construct suitable tapes. Usually it is not working in my area."
- "It is more convenient to store tapes in areas where they are used most."
- "I have always sought information from other sources."
- "It is no substitute for direct contact, but tents to be used as such. It is often quicker to explain an aspect of a subject to a group than give them the hardware and a place to listen."
- "It is often out of order. Frequent lack of relevant material."

From this it is obvious that the main problem is the lack of time needed to make the tapes. The staff are still learning the techniques of producing good quality recorded material geared to the needs of the students. To this end, in-service courses in tape-recording techniques are provided for all staff and the Resources Officer is available for consultation. There is no sound-proof area in the resource centre or anywhere else in the school, however, so there is no place where

the requisite peace and quiet for making tapes can be guaranteed. At the moment staff are having to do this at home.

The Wired Information Service was originally planned to have more outlets in the school, but financial considerations limited the number of carrels to 56. These were distributed in areas where it was anticipated that they would be most used. The positioning cannot easily be changed, but in those areas with insufficient provision portable Clarke and Smith recorders, junctions and headsets are used.

The nature of the school community does not lead to immediate free enquiry work or independent learning. Many of the staff are new to the profession and/or unused to the new methods of teaching encouraged at Madeley Court. Most of the pupils are also unused to individualised learning. It was hoped to introduce this gradually as pupils progressed through the school, but the unplanned mushrooming of the upper forms has led to the necessity for more formal teaching for children who come to the school half-way through examination syllabi.

All these factors, the lack of experience of making tapes, the unplanned pupil intake of the upper school, the siting of booths and the length of time required to make the tapes has meant that the wired information service has not yet proved itself as a teaching and learning aid. Use of it is growing slowly, in some areas faster than others, but until the curriculum has stabilised and other problems associated with the initial years of a new school have been ironed out, the staff will not have time to exploit the potential of the Wired Information Service, and it will not be possible to assess its effectiveness. At the moment it is being used in the main for instructional/assignment type work. It is most useful with pupils who have difficulty with print

materials, though some need more teacher contact, and their motivation fell when they used the Wired Information Service.

ACQUISITION, SELECTION AND RETRIEVAL OF MATERIAL

Responsibility for the acquisition of materials lies jointly with the teaching staff, the Resources Adviser and the Librarian, all of whom are involved in the selection of materials for purchase. The Librarian is responsible for ordering material for the central resource collection and most departments order their own material independently. The Librarian does however run an approval service for new material, and a current awareness service to inform staff of new materials in their subject areas. The library houses a wide-ranging collection of commercial catalogues, which enables staff to find out what is available to suit their requirements.

The central purchasing scheme operated by the County Library is not available to the school at present so most books are ordered through a library supplier and arrive partly processed. A local supplier in nearby Wellington is used for small orders and the Librarian keeps an eye on the local bookshops for the purchase of material urgently required for the central collection.

Material can be borrowed from the County Library Schools Service which issues books to schools on an annual loan basis. It is also possible to borrow temporarily a collection of book material for use on special topics, though this has to be collected from the nearest branch library.

Where possible, material which is free of charge is acquired. This is mainly wallchart and pamphlet material. Other audio-visual material usually has to be bought or made, though classical records can be borrowed from the County Library collection. Films are obtained

from many sources including the EFVA film hire scheme, and the County Education Authority pay for a number of these.

One of the original aims of the resource centre was that it should collect and store a central bank of ephemeral material. This would be done by regular scanning of newspapers and periodicals for print and pictorial material that would act as an up-to-date source of information reflecting the interests of the school, and thus offset the inevitable danger that books of information can be out of date by the time of publication. Staff and students were to be encouraged to contribute material to this collection which would be housed in pamphlet boxes labelled by topic and arranged in alphabetical order. Some 120 boxes still do exist but the material needs updating and no-one has the time to weed it or to ensure that it is regularly added to. Many of the headings are too broad or vague to be really useful. The number of boxes at present is far too great. What is needed is a carefully controlled collection geared to recurring themes in the curriculum. With the present lack of library staff, teaching staff would have to take responsibility for the topics in which they are interested and ensure the regular addition and weeding of material.

What is often needed at the school is a collection of illustrations and it is hoped to start this in the near future. This would not be a collection of clippings or postcards, which are stored in the pamphlet boxes, but good quality mounted illustrations or photographs arranged in Dewey Decimal Classification order. Regular scanning of periodical material and a good knowledge of the curriculum are essential for the task.

Where it is not possible to obtain materials commercially or through a loan service, the production unit is responsible for the reproduction of worksheets and booklets submitted by the teacher. B.B.C. and I.T.V. programmes in sound and vision are also recorded by resource centre staff for the departments and either transferred to cassette or reel-to-reel tape. The resource centre staff are responsible for the operation of the reprographic machinery. This has the advantage of ensuring that the equipment is only used by a small number of competent people and ensures that material of a consistent standard is produced.

As the curriculum stabilizes and assumes its basic shape, the librarian must be able to plan ahead and ensure that relevant material is available to meet the demands of teachers and students. The Resource Adviser and the Librarian attend planning meetings of the various departments to assess needs and advise on the availability of resources.

The importance of forward planning and research by teachers cannot be over-stressed. It enables the maximum use to be made of the best material available and prevents stress on the staff and last-minute panic. It is recognised, however, that it is not possible to plan everything ahead, and the system is flexible enough to allow for the occasional rush job.

RETRIEVAL

Books are classified according to standard practice, using the 18th edition of Dewey Decimal Classification. The books that are received from the library supply firm arrive already processed, with two catalogue cards. County Library books are also supplied with a card. The cards are filed in author and classified sequences in drawers. There is a printed subject index to the classified sequence which is at present being revised to achieve greater comprehensiveness. From the beginning lack of staff time has been a great problem in the establishment and operation of an efficient retrieval system. In the case of the card catalogue it has prevented the compilation of a proper subject index.

The optical coincidence system (referred to hereafter as OCCI) was chosen when the school opened, for the indexing of all non-book material. It was thought that this would be a better system than Dewey for several reasons:-

a) integrated studies and individual learning mean that guidance is needed to a greater variety of approaches to any given item and to some method of pointing up materials of relevance to several different topics.

b) whereas books are often broad in scope, non-book materials are more often concerned with specific topics.

c) Dewey would not be able to cope so well with broad thematic material e.g. violence, prejudice.

d) with OCCI an article is indexed in detail without any complicated classification process and without any cards being typed.

Although the OCCI system was employed when the school opened, it has now fallen into disuse. From the beginning there were problems in finding enough time to keep up with the indexing of commercial material, let alone home-produced resources. The teaching teams were building up collections of audio, visual and print materials at a faster rate than the clerical staff could enter them into OCCI. There was also the additional problem that much of the home-produced material had to be built into a developing curriculum, so that there was a long delay before staff could decide which material they wanted to keep permanently and which to discard. Thus the job slowly built up for the resource centre staff of making sure that material in the satellite centres that was being kept permanently was being recorded with OCCI. There has never been time or staff available to tackle this job; at present the departments are keeping their own records and it is hoped that this can be transferred to a central index at some time. Because OCCI was never up to date enough to be worth using, staff were never encouraged to learn how to use it, so it is now dompletely defunct. Curriculum and staff changes mean that the features list becomes out of date. Some of the topics in the features list at present are unhelpful - headings such as 'conversion', 'aid', 'prejudice' are too vague and subjective to be useful.

In the present situation at Madeley Court it would be unrealistic to attempt to update and maintain the system. Unless additional clerical help were obtained, it would be impossible and unhelpful to compromise

by entering just the new stock. It would seem that the best solution would be to abandon OCCI and incorporate all materials in a card catalogue. The catalogue could consist of three sequences of cards - author/title; classified; and a subject index to the classified sequence.

Another possibility is a dictionary catalogue in which cards are under author, title, and subject headings, and the whole sequence filed alphabetically. The dictionary catalogue has the advantage of being easy to use, being a single sequence of cards and having the same arrangement as the index to an encyclopedia. "See" references cater for unused terms and "see also" references link up related subjects. With a dictionary catalogue, however, the librarian still needs a shelf list for stock revision, whereas with a classified catalogue the shelf order is reproduced. The classified catalogue has the great advantage of bringing together like subjects which in a dictionary catalogue may be scattered by alphabetisation. The subject index alone can be used for simple subject to shelf enquiries and is also useful when compiling reading lists or issuing a printed subject catalogue. However, it is less straightforward to use - the reader has first to consult the subject index which gives him a number which he then looks up in the classified sequence.

The present arrangement of the catalogue means that a classified catalogue would be easier to adopt, but whichever system is chosen, additional professional and ancillary help will be required in the library for this major task.

RELATIONSHIPS WITH OUTSIDE AGENCIES

No resource centre can hope to provide all the materials and services that will be needed by a school, particularly where interdisciplinary and independent methods of learning are encouraged. Neither is it desirable that a school should attempt self-sufficiency. Part of the raison d'etre of resource based learning is that schooling should not be seen as something which occurs in isolation within the confines of the school premises. Interaction with the community makes learning more meaningful, more real for the students, encourages awareness of the community and its environment and helps to break down the barriers that have tended to separate school life from life outside.

There are other advantages. In the past, learning from the environment was limited to sketching the local church for the art class or the occasional geography field trip. Now it is realised that there is a vast amount of useful information on the doorstep. It is becoming more common for pupils to tape record older members of the community for local history material, or conduct enquiries by questionnaire among shoppers in the High Street. One group from Madeley Court made a film of the local sewerage works and visits are arranged to factories, fire stations or any other places in which the students express an interest.

The County Library Schools Service

The support service to schools provided by Salop County Library is at present limited to an annual bulk loan of books and a topic

loan service. There is also an exhibition collection of material at the headquarters in Shrewsbury which is available for teachers and school librarians to see the latest range of books. The use of this by staff at Madeley Court is limited by the distance of the school from Shrewsbury.

At present, loans are limited to book materials, though there is a very small collection of posters, slides and Jackdaws available. It is hoped to expand the service to include all types of media, but the latest financial cutbacks will make this more difficult. There is a pressing need at Madeley Court for a loan service of audio-visual materials. It would also be useful to be able to exchange all or part of the bulk loan at more frequent intervals than once a year. The topic loan service is useful, but books have to be collected from the local branch library. It is often difficult for the school librarian to find time to collect the loan or arrange supervision of the library in her absence, and she is not entitled to a regular car allowance. Some form of bibliographical service would also be useful, such as subject resources guides or reviews of new publications. It is appreciated that staffing difficulties have made this impossible in the past. Since local government reorganisation the service to schools has become a separate department in the charge of an Assistant County Librarian for Youth. His role is overall co-ordination of services to youth, which involves spending most of his time working out in the community and the schools. Work at headquarters on the administration of the collection is the responsibility of the Schools' Librarian and two assistants. This improvement in staffing should lead to an expansion of the range and efficiency of the service to schools.

A pilot buying scheme has been in operation with some primary and secondary schools. Lists were made from on-approval copies of books, and circulated to the schools in the buying scheme. Material was ordered and processed by the staff of the County Library, but the whole process was cumbersome. Now the service is being reorganised so that a van carrying multiple copies of material for purchase will visit the schools in the buying scheme and staff will be able to take books from the shelves there and then. When Madeley Court was opened it was felt that the purchasing scheme was too restricted in scope to satisfy the wide and varied needs of the school, quite apart from the long delays in the arrival of material. With the new organisation of the service however, there will be great advantages to the teachers in being able to pick ready-processed resources off the shelves of the van, if the service develops to contain a wide enough range of material for the needs of a school such as Madeley Court.

What would be of use would be more information concerning resources being produced by other schools in the county. The catalogue of the County Library's adult stock is now computerized and a similar service for educational establishments would be of great value. Individual schools would not need to maintain a catalogue of their holdings; records of existing and new stock would be fed into the computer and printouts of the holdings of a school or group of schools obtained, or even those of all the schools in a particular subject.** Alternatively a scheme such as CELPIS (Colleges of Educational Learning Programmes Information Service) in which colleges of education list

** This was suggested by B. A. J. Winslade, op.cit., p.82.

materials they are prepared to lend, would perform a similar function in ensuring maximum utilization of material and minimize the sense of isolation felt at this time by Madeley Court.

Services provided by the Salop Education Authority

Advisory

The County Education Advisers provide advice and information to the schools on all aspects of the curriculum. The Audio-visual Adviser provides information to all schools in the county on the acquisition and use of hardware and also controls a small collection of films which are available on loan to the schools.

Teachers' Centres

The Education Authority maintains seven teachers' centres, housed in existing educational establishments, and without permanent wardens. These provide meeting places for teachers for short in-service training courses run by the teachers or by the Education Authority. Shortage of funds and geographical problems partly explain the under-use of these centres, particularly by staff of secondary schools.

Madeley Court exists in curious isolation in the County. The school started life with more advantages than most of its neighbours and is the first of several open-plan, resource-based schools planned for the area. Many of the early problems facing the school in the provision and exploitation of learning materials could have been reduced had there been in existence a regional resource service for schools, equipped to provide information, software, hardware, advice

and assistance where necessary. Now that the school is building up a considerable body of resources and expertise, staff would have much to contribute in terms of ideas and experience, and would also benefit from working more closely with other schools discussing common problems and areas of possible co-operation. The establishment of a county resource centre would have similar aims within the county as does the resource centre in the individual school - the provision of a central supportive agency to minimise duplication of material and effort, to house a collection of equipment and materials to supplement the stocks of the schools and to provide an information and bibliographical service. Facilities for teachers to be seconded to work on the production of learning materials would also be valuable. If the services to schools provided by the County Library and the Education Authority were both housed in a central resource centre, closer cooperation between the two would be possible and the schools would benefit from a fully integrated support service.

CHAPTER THREE - THE RESOURCE CENTRE IN USE

The use of resources

Individual learning and resources

Use of the library

Supervision of the library

THE USE OF RESOURCES

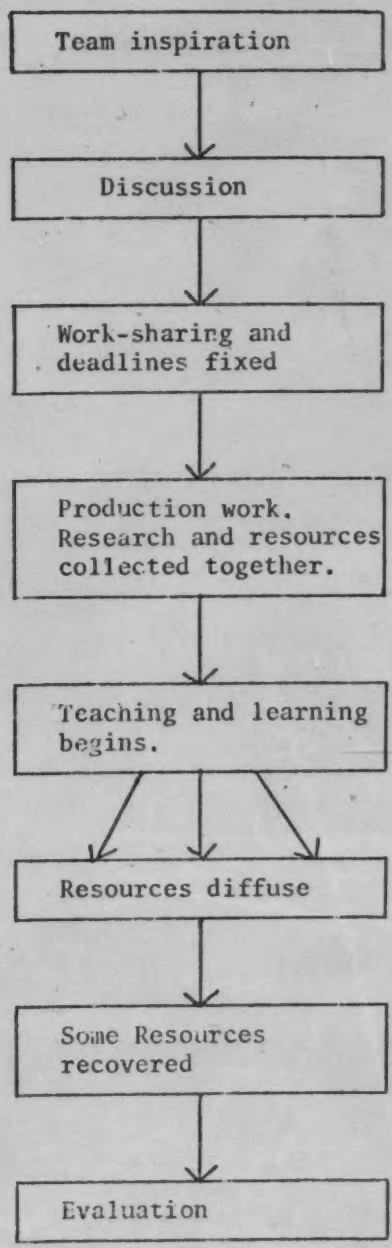
The resource centre aims ultimately to serve the whole school community. For the first few years of development of the school however, the centre is acting more as a teacher support, supplying information, materials and production facilities to assist the establishment of a basic curriculum. The unplanned increase in pupil numbers at Madeley Court has meant that there has been an urgent need for teaching materials which have had to be gathered rapidly and therefore somewhat uncritically to support the developing curriculum. A vast amount of home-produced material was the result. Pioneer teams feeling their way towards new curriculum outlines felt the need to experiment and produce their own material rather than make firm decisions on commercially available resources. Home production demands much time, skill and dedication. The many other pressures on time, particularly in the early years, have led to unacceptable levels of strain on the staff. Now that there is a full complement of teaching staff and the numbers of pupils coming into the school have stabilized, teachers can devote more of their time to refining methods of planning the curriculum, organising and exploiting resources and evaluating the results. When the school opened, many of the staff were new to teaching and most were unused to the new methods visualised for Madeley Court. The constand increase in staff numbers and yearly turnover normal in any school has meant that the teaching teams have been unstable. Only when staff know and trust each other, and some measure of continuity is attained, can the teams achieve the flexibility necessary for creative teaching within an interdisciplinary curriculum.

Success depends to a large extent on the systematic planning of units of work. There will be individual differences of approach within each team, but the general pattern can be indicated in the following diagram.

Diagram I

CURRENT PLANNING PATTERNS

Sequence



In the initial stages of the planning of a unit of work, teams discuss ideas with the team leader and the Resources Adviser. Now that the school has developed a considerable bank of learning materials, more time can be spent assessing the viability of topics and exploiting existing commercial material. Teachers have in the past had little time for research but with the present shortage of money and the gradual stabilization of the curriculum, they must now spend time acquiring a detailed knowledge of the school's holdings and of new commercial publications when planning a unit of work.

The traditional reliance on the printed word is receding as the staff develop skill and confidence in the utilization of other media. In particular, the next few years should see a much greater use of audio and video tape, both the large collection of tapes of broadcast material that the resource centre has recorded for departmental use, and material produced by the commercial companies.

It is at this planning stage that the knowledge and expertise of the Librarian is called in. It is beginning to be realized at Madeley that the teaching and resource centre staff must work more closely together, to help the teams to an awareness of good quality commercial software appropriate to their needs.

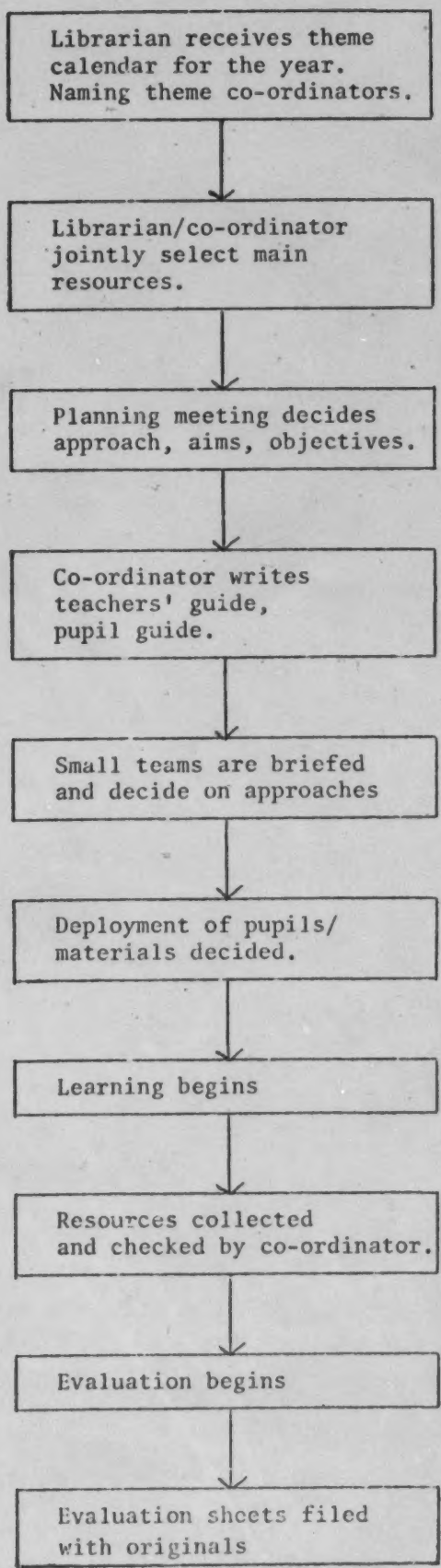
It has been found important to ensure that enough time is allowed for researching, collecting and if necessary making resources, and for any necessary ancillary help to be notified. The system at Madeley Court has been deliberately created to be as flexible as possible to cope with spontanaeous and unplanned ideas, but this can only be possible within a carefully planned routine.

Much thought and advance planning is necessary to ensure that a wide range of resources is available to appeal to all ability levels. There has to be sufficient suitable material to stretch the more able children and to occupy profitably the less able. There has been a tendency to produce material that appeals mostly to the average, middle group of children. Staff are now trying to use a much wider range of media and produce work structured to specific ability levels.

With the interdisciplinary nature of the curriculum, it has become increasingly important that a teacher's guide is prepared for each unit of work, containing a clear statement of the aims and objectives. This is essential to non-experts in the field, or to new members of staff trying to teach a topic prepared by someone else. It is also essential to the evaluation of the unit as a whole, a part of curriculum development which has tended to be neglected or carried out unsystematically. It includes assessing the quality and range of the resources used, pupil response and performance, difficulties experienced in the teaching or learning situation and any suggested modifications to the structure or content of the unit. It is also useful to assess how far the aims of the curriculum have been fulfilled by the unit of work completed.

The planning pattern which it is hoped will eventually emerge can be shown as follows:-

Diagram 2


Librarian receives theme calendar for the year. Naming theme co-ordinators.
Librarian/co-ordinator jointly select main resources.
Planning meeting decides approach, aims, objectives.
Co-ordinator writes teachers' guide, pupil guide.
Small teams are briefed and decide on approaches
Deployment of pupils/ materials decided.
Learning begins
Resources collected and checked by co-ordinator.
Evaluation begins
Evaluation sheets filed with originals

Individual learning and resources

As yet, the pupils require a great deal of guidance in their learning. The unplanned mushrooming of the higher forms in the school has meant that teachers have had to cope with children at different stages of different examination syllabi and more formal teaching techniques have been necessary. The newness of the town and the school community, with the resultant instability, has contributed to a need for much structured learning, with the teachers directing pupils to specific resource materials. As the pupils progress through the school, elements of choice and opportunity for individual work are introduced into their work, but it is too early as yet to see how this is developing.

Teaching staff preselect the material for a particular topic, assemble it in the work area and guide the students towards extracts from books, a set of slides or a particular tape. This is often done by the use of home-produced booklets of work containing information, extracts from published material, structured questions and suggestions for further work. There is usually an element of choice once the student has completed the required core of work and sometimes a supplementary list of resources for those interested.

An example of a unit of work in operation is Life of the Swallows. Starred (**) items are shown in Appendix 3. This is part of the study of Man which comprises the first two years of the Language/ Arts course and follows work done on creation myths and legends.

1) The unit starts with a hired film on the life cycle of the swallow which provides basic information and stimulates discussion of animal and bird life cycles and migratory habits.
2) The game** is played using counters and dice.
3) Groups move outside the school to search for locations of swallows' nests. They have tried making their own. A basic problem is the timing of this unit of work. It would obviously be most effective if done later in the year when swallows could actually be observed, but this would coincide with work done on birds by the Science Department. One solution under discussion for this type of problem is the planning of an 'integrated day' timetable for the first year.
4) Group work begins using
   a) The booklet 'Swallows Year'.**
   b) The booklet 'Life of the Swallows'.**
   c) Books from the library.
   d) Videotape on migration - recorded from the B.B.C. programme 'Horizon'.
   e) Cassette on life of the swallows - home made.
   f) Cassette of music 'Flight music'.
   g) Cassette on migration - home made and accompanied by a worksheet.
   h) Wallcharts. Five charts, both commercial and home-made.
   i) Study work sheet 1**
   j) Study work sheet 2**
   k) Study work sheet 3**

** See Appendix 3 for examples of these resources.

Study work is varied to cater for differing needs and work paces. The pupils are encouraged to write about other animals and birds. Some write poetry. Swallow mobiles are made. The three study work sheets show the type of activities encouraged.

Sometimes it is necessary for a pupil to leave the work area and seek information in the resource centre. As he progresses and becomes more accustomed to working on his own, he will need to use the resource centre and departmental resource collections more frequently. Gradually the guidance from the teacher decreases to give more scope for individual choice and work patterns. It is essential, in order to understand how much assistance should be given to a child, that the resource centre staff be aware of the stage of development of the child and the aims and objectives of the curriculum. It will still be necessary for a member of the teaching staff to be present to guide and control when a group of students on independent enquiry work.

Use of the Library

The principal use of the library in a school will be by students searching for learning materials and investigating topics arising from the curriculum. In a school encouraging individual enquiry there is a frequent need on the part of the pupils for knowledge of the organisation of materials in the library. At Madeley Court there is no timetabled provision for an introduction to the library, as staff prefer to train pupils on a one to one basis, as and when the need arises. The numerous enquiries received by the librarian from pupils, however, reveal considerable considerable confusion and ignorance in finding information. This would suggest is at present unsufficient training of pupils in library routines and the exploitation of library materials. This is a matter for close collaboration between the teaching and resource centre staff.

The library also serves the reference and recreational needs of the school community. There is a collection of reference materials for specific enquiries and a collection of fiction, non-fiction and periodical literature to appeal to the recreational interests of the children. At Madeley Court the Librarian places great importance on the provision of recreational material which reflects and expands the interests of the children, both as people and as readers; in this way she can familiarize herself with their reading tastes and provide appropriate guidance and suggestions should they be required. Pupils who have enjoyed a book will pass it on to their friends and come to the library to ask for 'another one like it'.
There is a collection of paperback fiction in the Language/Arts area

from which children can borrow for home reading, designed to promote the enjoyment of books and reading. Closer co-operation between teachers and the library on this matter is needed - the school has a great opportunity to promote interest in literature and reading in whatever ways seem best - storytelling, library clubs, tapes, films, talks.

Supervision of the library

Because of the pressures on space in the school, the library has been used as a classroom, social area and meeting place, thus destroying it as the one place in the school where quiet work and consultation can take place. The recent provision of several demountable classrooms and a staff room has freed the library from some of these problems.

A problem that seems to be of common concern to many school librarians, particularly those in urban comprehensive schools such as Madeley Court, is the necessity for constant supervision and monitoring of the library area. Numbers of children, often without a teacher in charge or any definite work to do, find their way into the library, particularly at breaks and lunchtimes. Damage to furniture and books is common and theft has now reached alarming proportions - it is not unknown for as many as ten new books to disappear in 48 hours, and others have pages defaced or ripped out, or covers removed. The constant problem of controlling behaviour is tiring, frustrating and wasteful of professional time and skills. A permit system for break and lunchtime was instigated at Madeley Court and has successfully excluded disruptive children so that the library is

beginning to be used by those students who really want to study, read, borrow and talk about books.

This is obviously part of the more general problem of discipline in the school and remedial action will depend greatly on local conditions. In relation to the responsibility of the Librarian it can be said that the professional librarian, as a full-time member of the school staff, must expect to take a reasonable degree of responsibility for discipline in the library area, whereas the untrained part-time ancillary in charge of a school library, of whom there are quite a number in Shropshire, cannot be expected to exercise the same responsibility. It is suggested that matters of discipline might form a suitable topic for in-service training, organised at school and county level.

CONCLUSIONS

This report has documented the operation of the resource centre at Madeley Court. The school is still in its very early stages of development, still experimenting with curriculum development and new methods of organising and controlling materials for learning.

A rapid, unplanned expansion of pupil numbers was matched by a corresponding increase in staffing, but the resultant instability and lack of experience of the teaching teams, combined with the problems of trying to cater for the needs of pupils from diverse backgrounds, inevitably slowed down the development of resource-based learning in the school.

A further problem has been the incomplete building. The resultant overcrowding, and the necessity to use the library as a teaching area has hindered the use of a wide variety of resources and the free movement of pupils between the teaching areas and the resource centre.

The inadequacies in the design of the resource centre which have become apparent have also presented problems. The siting of the resource centre on two levels with no direct connection, and the lack of flexibility in the disposition of the furniture could probably have been avoided had there been more experience of the needs and functions of school resource centres at the time when the school was planned. Despite these early problems, the school has made steady progress. A wider variety of learning materials is being exploited than is commonly found in most schools, and in particular the use of taped

material in conjunction with the Wired Information Service is growing. The problems associated with teaching in teams to mixed ability classes have forced teachers to examine closely the content of the curriculum and the methods they are using to impart information. This has resulted in much experimentation, particularly with home-produced materials, and a continuous process of evaluation of the results, to ensure that the aims and objectives of the curriculum are being fulfilled.

It is here that the value of having a Resource Adviser for inspiration and advice has been evident. Practical help through in-service training courses has been invaluable, particularly for less experienced members of staff.

Mixed ability classes and the encouragement of resource-based learning results in greater demands for support than has hitherto been the case. More financial support is needed to meet the increased demand for a wide range of materials and equipment. More ancillary staff are needed to help with the production and organisation of these materials and to ensure that the equipment necessary for their use is in good repair.

With the increased use of a wider variety of resources, a more comprehensive county support service is needed. The loan service provided by the County Library needs to be expanded to cover all types of print and non-print materials. An efficient centralised purchasing scheme is desirable to release more of the school librarian's time for pupil contact. At present, Madeley Court

exists in isolation. Co-operation and consultation between Madeley Court and other schools in the county, organised by the Education Authority would be of mutual benefit to all concerned.

Madeley Court was planned and built at a time when there were few resource centres in operation in this country and little publishing on the subject. The school is therefore a pioneer in the field and has attracted many visitors from Great Britain and abroad. Staff from the school have attended and contributed to courses and conferences on resource-based learning. In these ways, the school has been a catalyst for change.

RECOMMENDATIONS

To the school

At present, teaching staff are concentrating on the organisation and use of materials within their own department, and are under-using the sources of information in the resource centre.
It is therefore recommended that staff should spend more time acquainting themselves with the contents of the main resource collection, to ensure that the maximum use is made of this material by both staff and pupils.

Associated with this, it is recommended that pupils be given thorough training and practice in the use of the resource centre, so that they are able to find, evaluate and use a wide variety of learning materials, appropirate to their needs.

The school has a unique opportunity to promote awareness of, and interest in, recreational literature for young people. It is recommended that more encouragement to read be given to pupils by the teaching staff, and more use made of the resources of the school and local public libraries not to mention the expertise of the school librarian in this field.

Because of the increased teaching commitments of the Resources Adviser in the past year, he has had inadequate time to fulfil his many other duties. It is recommended that there should be either a reduction in the teaching timetable of the Resources Adviser or a reallocation of his other duties. It is also recommended that

there should be regular meetings of the staff of the resource centre.

To Salop Education Authority

At present, shortage of ancillary staff is inhibiting the organisation, control and use of material in the resource centre and throughout the school. It is recognised that the current financial climate makes any increase in staffing difficult, but it is urgently recommended that more ancillary help be made available. In particular, it is urged that the posts of Library Clerical Assistant and Resources Secretary be made into full-time appointments.

With the recent escalation in the prices of materials and equipment, the resource centre is finding it increasingly difficult to maintain and replace stocks, particularly of audio-visual equipment. It is recommended that the school's capitation allowance be increased to take account of the rise in prices.

Many of the problems associated with the use of the centre stem from its lack of flexibility on both levels, and an apparent lack of knowledge concerning the functions of a resource centre in a school. It is recommended, in the planning of resource centres in other schools in Salop, that the county should seek the advice of specialists in the field, and incorporate the lessons learnt from Madeley Court.

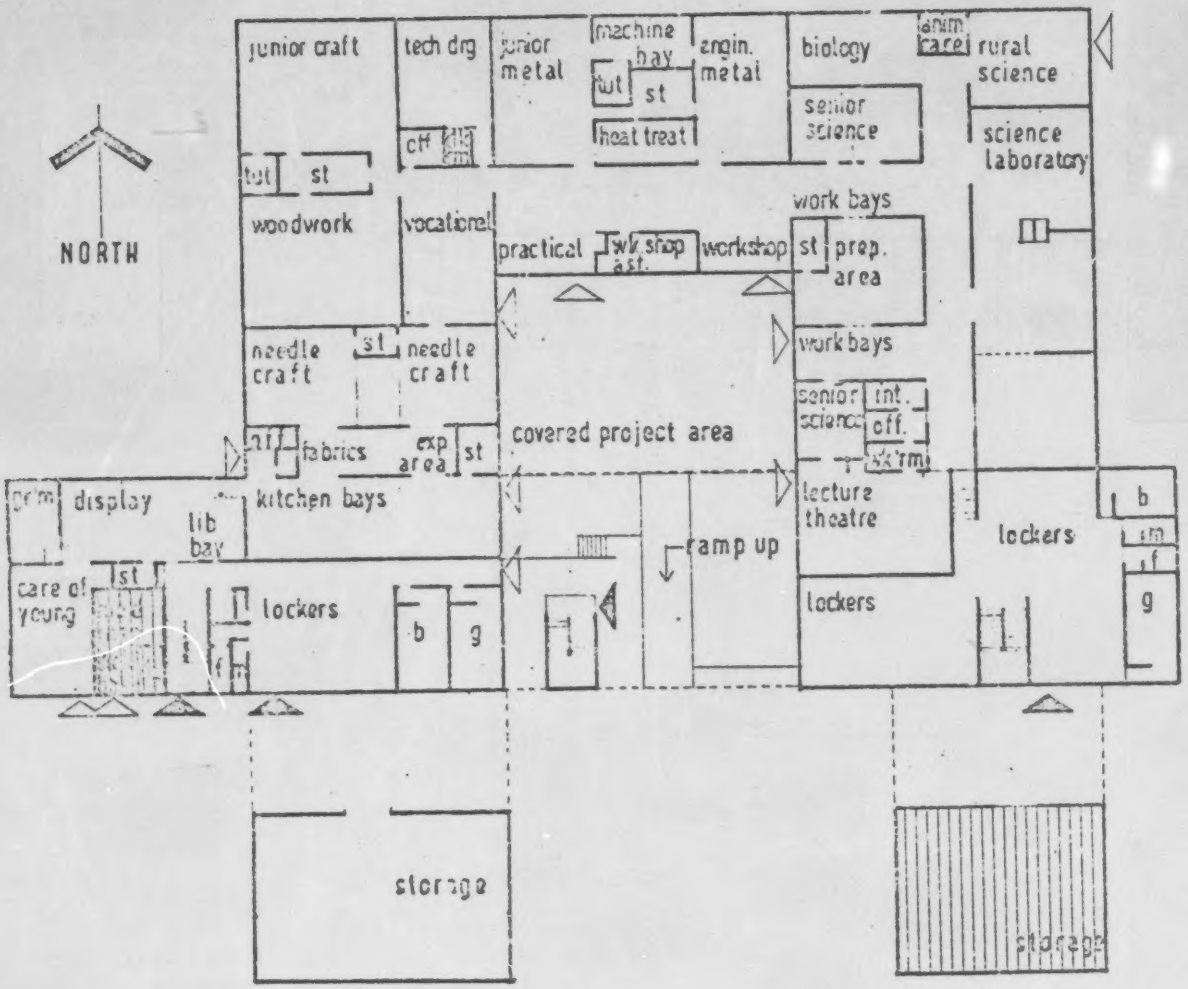
To Salop Education Authority and the County Library Service

Madeley Court relies a great deal for additional material on the service provided by the County Library. A wider exploitation of resources would be encouraged if the Education Authority and the County Library service were to cooperate in the setting-up of a county resource centre. This would provide not only a central point for the operation of a loan service of materials and equipment to schools in the county but also facilities for running teachers' centres, in-service training courses and for the production of material to meet local needs. The centre would provide an information and bibliographical service and operate a central purchasing scheme for both primary and secondary schools. The centre would be responsible for operating and publicising all support services to education, for the planning of new school libraries, for encouraging cooperation between local schools and liaison with outside agencies. The appointment of an adviser on school resource centres would facilitate cooperation between education and library services and the expansion and improvement of services to schools.

At present, Madeley Court is the only school in the county to have the services of a full-time professional librarian, though in other schools, part-time ancillary help is being used to run the library. It is recommended that the county employs chartered librarians in more secondary schools and that their status, salaries and conditions of service should be comparable with those of the teaching staff.

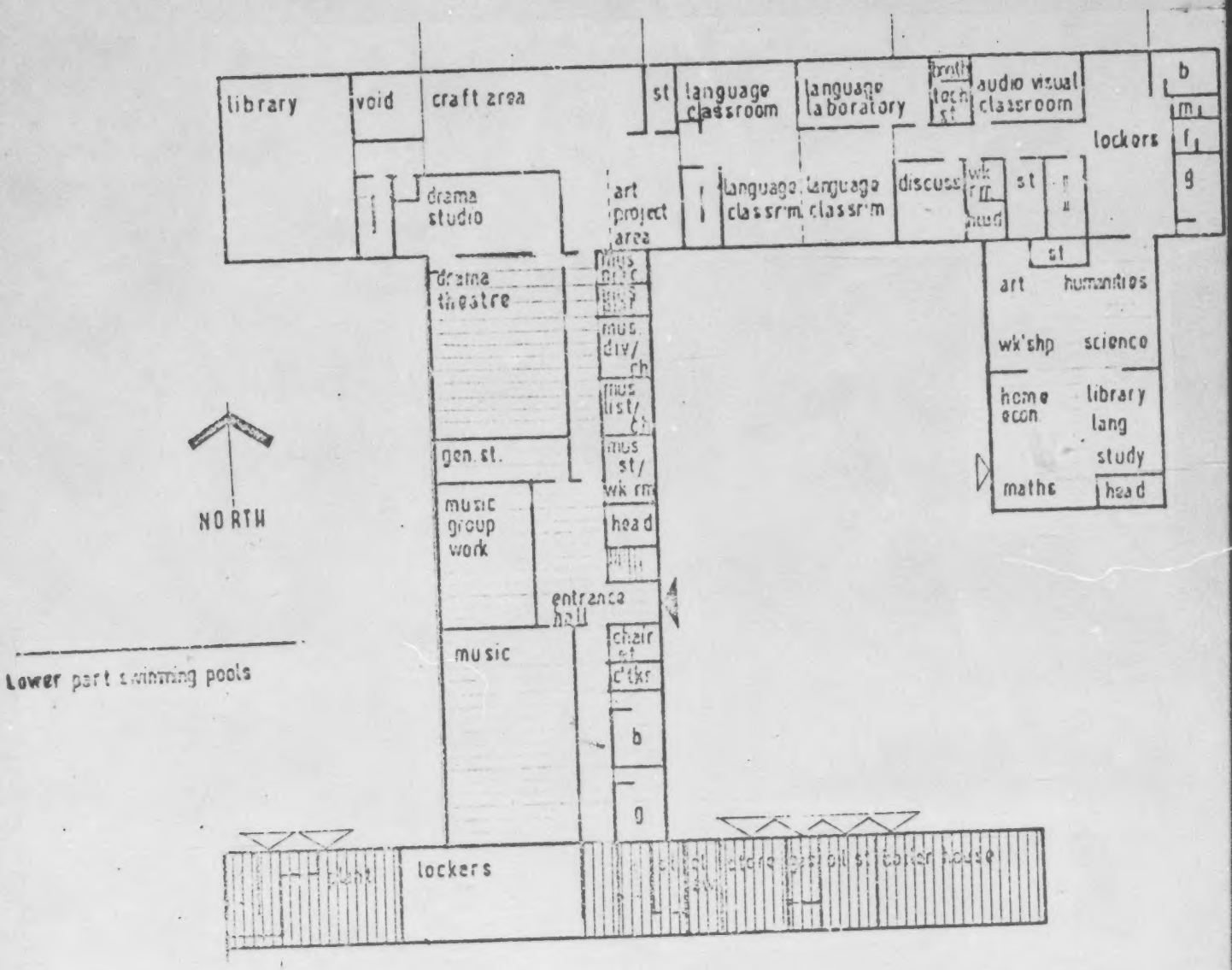
APPENDIX I

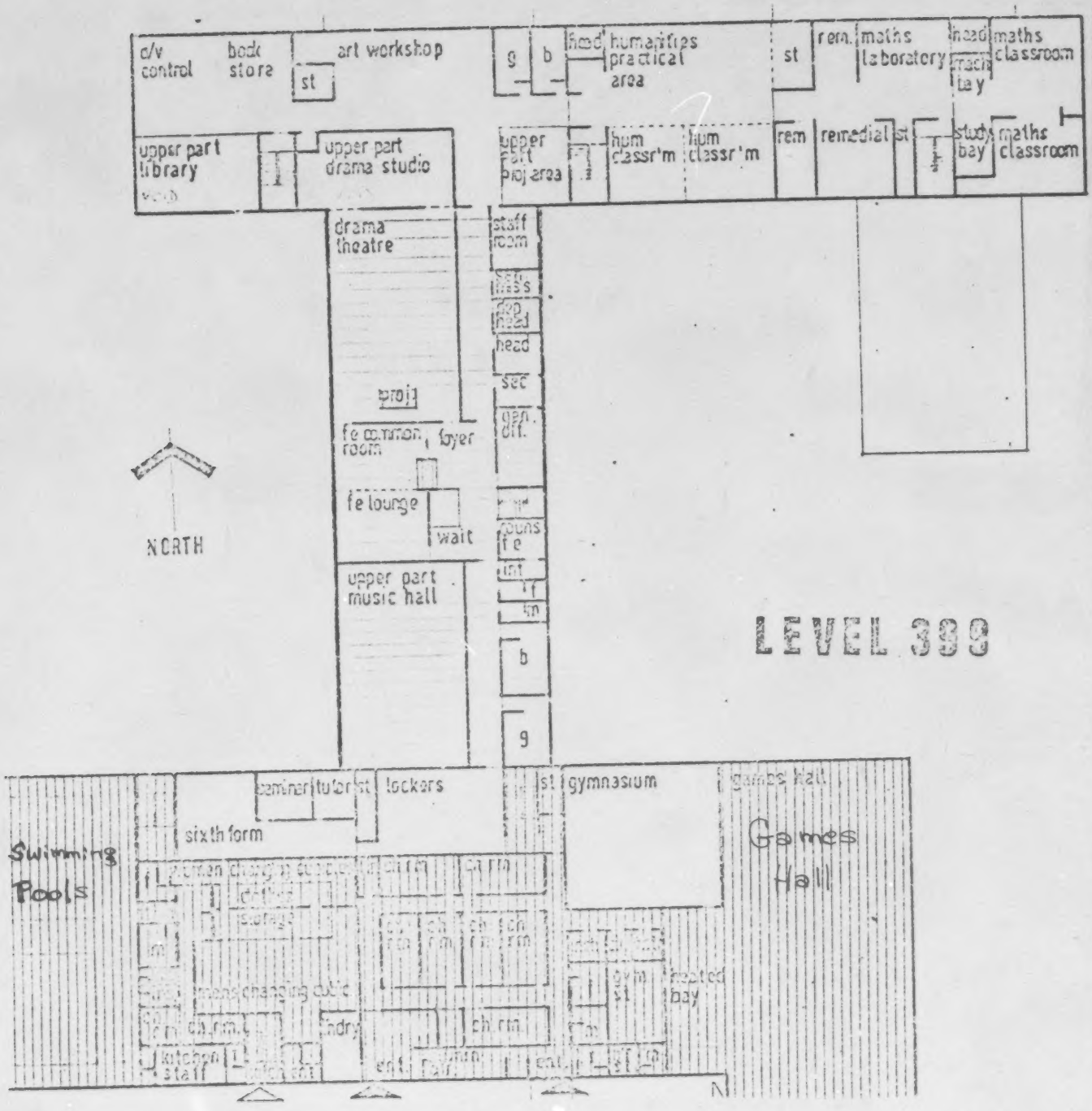
Plans of Madeley Court School



LEVELS 374 & 378

JOINT USE


library
void
craft area
st
language classroom
language laboratory
audio visual classroom
lockers
drama studio
art project area
language classrm
discuss
drama theatre
art
humanities
wk'shp
science
home econ
library
lang
study
maths
head
gen. st.
music group work
entrance hall
music
NORTH
Lower part swimming pools
JOINT USE
NOT YET BUILT
LEVEL 389



JOINT USE

NOT YET BUILT

OUTLINE OF FINAL REPORT

APPENDIX 2

CLW/Salop Resources Centre Project. Final report by B. A. J. Winslade.

		Page No.
Part 1.	Introduction	2
	1. - Origins and sponsors of project	
	2. - Objectives	
	3. - Research Personnel	
	4. - Methods of working	
	5. - Pattern of report	
Part 2.	Definitions	5
	6. - Definitions	
Part 3.	Resources Centre Concept	10
	7. - Educational Background	
	8. - Changes in function of A-V materials	
	9. - Resources Unit development	
Part 4.	Development of Madeley Court School	22
	10. - Background	
	11. - Specification	
	12. - Planning	
	13. - Establishment	
Part 5.	Other Shropshire Developments	81
	14. - County Library Provision	
	15. - Museum Services	
	16. - L.E.A. Services	
	17. - Proposals for area resources units	
	18. - School developments	
Part 6.	Resource Centre in U.K.	91
	19. - General	
	20. - National Bodies	
	21. - Regional Developments	
	22. - Survey of school developments	
	23. - Research Projects	
Part 7.	Implications	120
	24. - General	
	25. - Implications with special relevance to Shropshire	
Part 8.	Further Research Needs	135
	26. - Original proposals	
	27. - Suggestions for further research	
	28. - Proposals for extension of project	

Part 9. Recommendations 140

29. - General
30. - To the Library Association
31. - To Shropshire Education Authority
32. - To Governors of College of Librarianship

Part 10. Appendices

A. Visits made and conferences attended
B. Madeley Court School - Plans
C. " Equipment schedule
D. " Furniture schedule
E. " Establishment and running costs
F. " Samples of material produced by Production Unit.
" "
G. Essential Features list for indexing.
H. Methods of storage for non-book materials
I. Resources Unit handbook - Wakeford School
J. Questionnaire for survey of schools development in U.K.
K. Forms, diagrams, tables etc. relating to Madeley Court School

APPENDIX 3

The Life of the Swallows

An example of work from the Language/Arts course, used with first year students.

Resource List

1 film - obtained from the Educational Foundation for Visual Aids

200 booklets:- 1) Swallows Year

2) The Life of the Swallows

Cassette Recordings:-

Topic	Accession No.
Swallows in Hazard	00515-B4
Swallows in Flight Music	00518-A3

Videotape:- Bird Migration

Migration Game, with dice and counters

Wall Charts:- Swallows Journey - 3

Extract from Gilbert White's Diary - 3

Hawks - with poem.

Study work - Three sheets

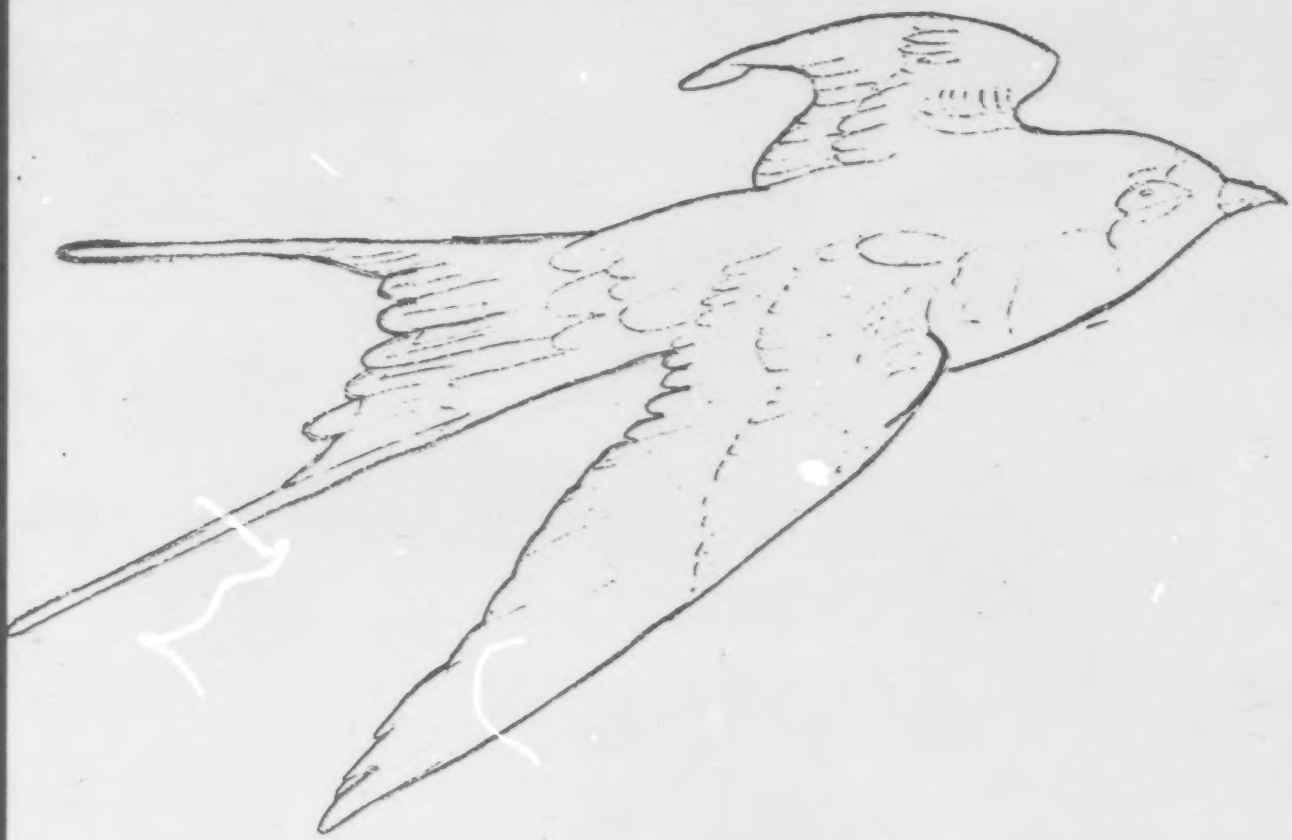
Touchstones - Poem by Andrew Young

Topic Loans:- Books, including primary level, on Birds

Life Cycles particularly on Life of the Swallow.

NAME : _____ TUTOR GROUP : _____

Swallows Year



AFTER FINISHING THE WORK YOU MAY COLOUR IN THE PICTURE.

SOME NOTES FROM THE DIARY OF GILBERT WHITE.

HATCHED.....

Young broods of swallows began to appear this year on July 11, and young martins were then fledged in their nests. Both species will breed once again. Last year young broods came forth so late as September 18; nay, some young martins remained in their nests so late as September 29, and yet they totally disappeared with us by October 5.

1

GETTING TO ENGLAND.

Perhaps it may be some amusement to you to hear at what times the different species of Hirundines arrived this spring in three very dustant counties of this kingdom. With us the swallow was seen first on April the 4th, the swift on April the 24th, the bank martin on April the 12th, and the house martin not till April the 30th. At South Zele, Devonshire, swallows did not arrive till April the 25th; swifts in plenty, on May the 1st; and house martins not till the middle of May.

2

GONE AWAY.

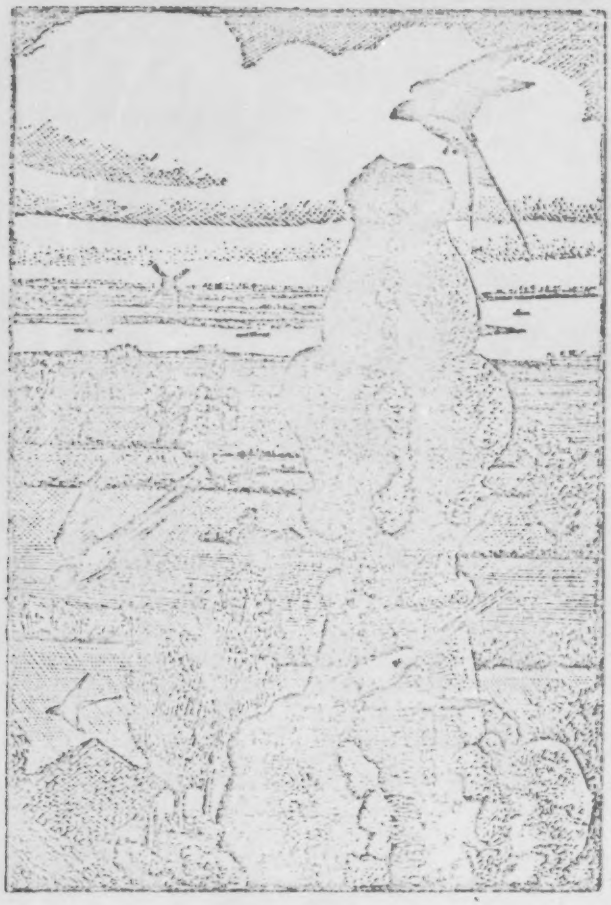
Young broods of swallows began to appear this year on July the eleventh, and young martins were then fledged in their nests. Both species will breed again once; for I see by my Fauna of last year, that broods came forth so late as September the eighteenth. Are not these late hatchings more in favour of hiding than migration? Nay, some young martins remained in their nests last year so late as September the twenty-ninth; and yet they totally disappeared with us by the fifth of October.

3

SETTING OUT FOR AFRICA.

Swallows and martins, the bulk of them I mean, have forsaken us sooner this year than usual; for on September the 22nd they rendezvoused in a neighbour's walnut tree, where it seemed probable they had taken up their lodging for the night. At the dawn of the day, which was foggy, they rose all together in infinite numbers, occasioning such a rushing from the strokes of their wings against the hazy air, as might be heard to a considerable distance: since that no flock has appeared, only a few stragglers.

4



The severity and turbulence of last month so interrupted the regular process of summer migration, that some of the birds do but just begin to show themselves, and others are apparently thinner than usual; as the white-throat, the blackcap, the redstart, the flycatcher. I well remember that after the very severe spring in the year 1739-40, summer birds of passage were very scarce. They come probably hither with a south-east wind, or when it blows between those points; but in that unfavourable year the winds blowed the whole spring and summer through from the opposite quarters. And yet amidst all these disadvantages two swallows, as I mentioned in my last, appeared this year as early as the 11th of April, amidst frost and snow; but they withdrew again for a time.

5

Gilbert White of Selborne.
(Naturalist and Writer of letters)

WHAT ARE YOU?

ARE YOU A DETECTIVE.

GET YOUR CLUES FROM GILBERTS DIARY.

FIND THE M!SSING WORDS.

DATE OF HATCHING.		1
DATE OF ARRIVAL IN ENGLAND.		2
DATE OF LEAVING THE NEST.		3
DATE OF LEAVING ENGLAND.		4,1
NUMBER OF BROODS.		3
NAME OF THE WRITER.		5
YEAR OF HIS DIARIES.		5
REASON FOR LEAVING EARLY.		5
DISTANCE TRAVELLED TO AFRICA. (GET AN ATLAS)		WALL CHART & MAPS

WHY NOT START A WATCHERS DIARY OF YOUR OWN?

THE LIFE OF THE SWALLOWS

8909

TO THE TEACHERS USING THIS MATERIAL

This booklet is part of the Language Arts programme, its possibilities are two-fold.

1. It provides a variety of experiences in the use of language, written and spoken, for the children to enjoy, criticise or emulate.

2. It should lead to a lightly philisophical exercise in showing, obliquely perhaps, the common pattern of animal and human life cycles.

In the process the children may pick up some geography, arithmetic, history and other connected facts.

It is suggested that the readings may be either:

Read by you, the teacher,

or By the best young readers,

or By work groups together and reading in turns depending upon their skill at this.

Some of the words will be new, others archaic, others just plain difficult. Let us have plenty of discussions, dictionaries, flashcards and white board notes to help in the use and understanding of these.

Each small chapter is followed by a list of things to talk about, write, make do or find.

The pupils might be asked to present their findings in Words, Discussion, Tutor-Group Forum, Display, Drawings or Dance drama.

It is vital that each group chooses to answer in the way which suits its members best. - Taped responses might be interesting.

What <u>you</u> have to do is to make them aware of the possibilities. To emulate the honest observation before the sentimentality is an important factor to stress. We all have an old urge to be anthropomorphic.

<u>The work is meant to go on for no longer than 2 weeks.</u>

They should choose 1 section out of the first 6 sections

The key factor is their <u>enjoyment</u> of the language.

For this reason I have suggested that each pupil reads the whole book as part of an early study period.

SUGGESTED APPROACH. (2 work unit)

1. Film.

2. Small work book to establish some basic knowledge about the swallow. This may be coloured in etc.,

3. Larger booklet: The teacher may read one selected piece from each section to give an idea of the life cycle. Then groups may choose which section they are interested in to work on.

4. Creative writing: There are suggestions at the end of each section. We hope that the charts and pictures on the wall will help to give ideas apart from the literature. There are cassettes of music available for some suggestions.

5. Extension work: There is a topic loan on other animal life-cycles.

Some incidental discussion points might be these:-

1. The life and experiences of John Clare and W.H. Davies.
2. The fine observation of Gilbert White even 200 years ago.
3. The origins and use of strange old words.
4. The ways of the migrants. 5,000 miles between January and April - at 50 miles per day.
5. The eating habits of the Spanish who eat the birds, and the Chinese who eat the nests!
6. Rhyme, rhythm and simplicity in good verse.
7. The 'pictorial' writing of Jeffries and Williamson.
8. The Woodcuts of Tunnicliffe compared to the older engravings of Bewick.
9. 'Modern' writings of Hemingway.

D.H. Lawrence's poems. The opening chapters of Steinbeck's 'Grapes of Wrath' and even Anthony Pearson's fishing epics from the Guardian, might all be used as additional readings by you, for their enjoyment.

READ THE BOOK IN YOUR STUDY PERIOD

Choose any one section of it to study more carefully.

There are six small chapters

1. Home-Coming
2. Swallows Hunting
3. Building the Nest.
4. Sky-Flight
5. Hazard
6. Leave-taking

Each group should tackle: 1 of the first 6 chapters.

The chapters are made up of collected writings from people who love nature and love words.

Each writer took a great deal of care in choosing his words.

Each writer wanted to say what --

1. he saw,
2. what he thought,
3. what he felt.

Talk about each section and about the way the words are used.

You can then use these same words and others of your own to help get the groups thoughts down on paper.

Remember when you talk and write, your words should tell other people how you feel. Write and talk in clear, short, sentences.

1. HOMECOMING

WHEN LEAVES BEGIN

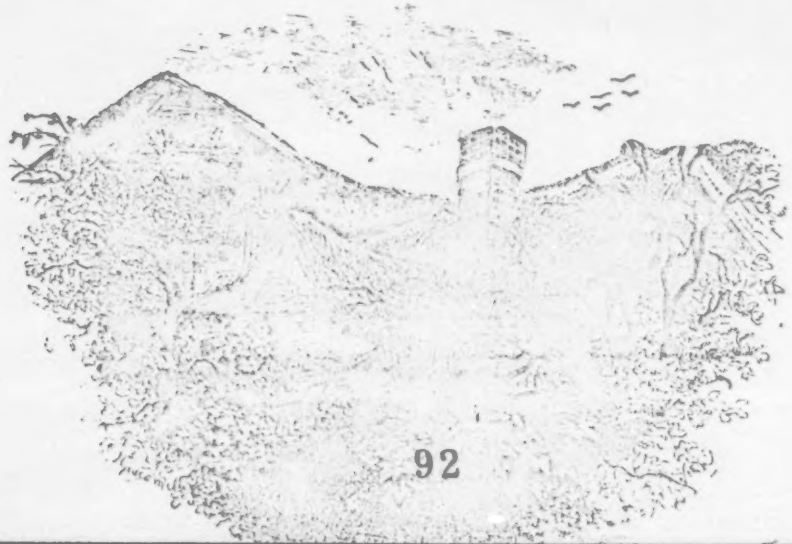
When leaves begin to show their heads
Before they reach their curly youth.
And birds in streams are coming north,
With seas of music from the South.

W.H. Davies
(Poet, Pedlar and Wanderer)

Days of yellow sunshine and skies blue as their wings greeted them. Over the wave crests and the foamed troughs they sped, singing and twittering as they flew. Kestrel hawks with earth-red pinions hung over the slopes of the cliffs, searching with keen eyes for mouse or finch, but the swallows heeded not.....

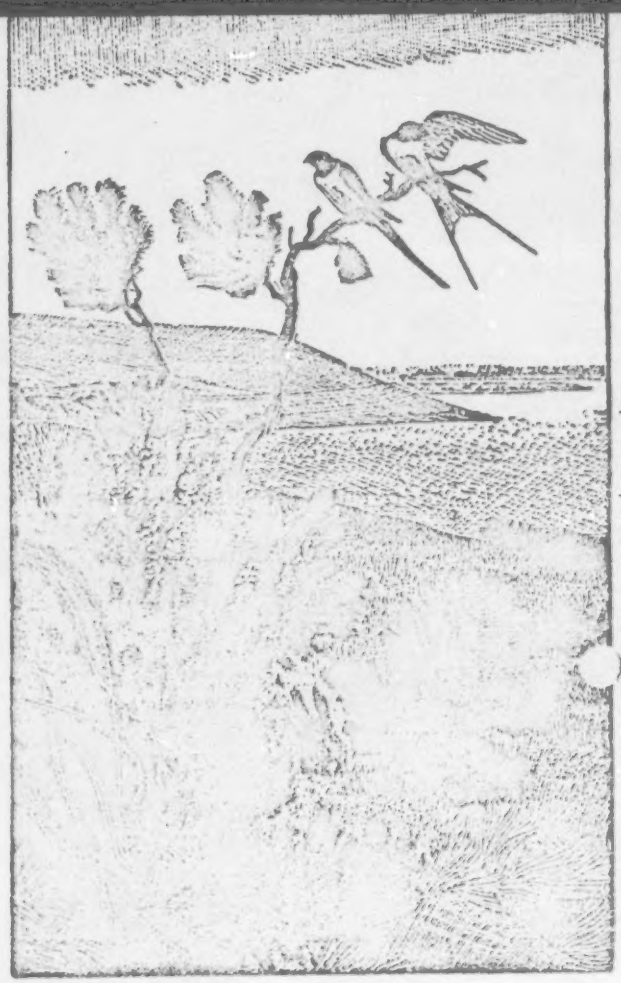
Sometimes the swallows flew to a village a mile inland, and twittered about an ancient barn with grass-grown thatch haunted by white owls, and hiding in dimness a cider press that had not creaked in turning for half a century. Once they were seen wheeling above the mill pond, and by the mossy waterwheel, hovering along its cool gushings and arch of sun-stealing drops thrown fanwise from the mouldered rim. Everywhere the villagers hailed them with delight, and we spoke in the inn at nights of their early adventuring.....

Henry Williamson



THE LONE SWALLOWS

Along the trackless and uncharted airlines from the southern sun they came, a lone pair of swallows, arriving with weakly and uncertain flight from over the wastes of the sea. They rested on a gorse bush, their blue backs beautiful against the store of golden blossom guarded by the jade spikes. The last day of March had just blown with the wind into eternity. Symbols of summer and of loveliness, they came with young April, while yet the celandines were unbleached, while the wild white strawberry and ragged-robin were opening with the dog violet ....



EARLY DEVON PAPERS

My Devon Hermitage is rented at four pounds a year. There are two bedrooms, very small and lime-washed, and a living room with a stone floor and open hearth. A simple place, built of cob, and thatched, with a walled-in garden before it, and then the village street. The churchyard with its elm-rookery is on one side, a small brook below the wall. Even in the hot summer the water runs; I have made a pool of stones where the swallows and martins can go for the mud to build their homes. Beautiful it is to see, in the shadow of the trees, these birds alighting softly on a boulder, or by the pool's edge, and shovelling the red mortar in their beaks. They are timid, restless things, rising into the air at the least noise. I have passed many hours in watching them, noting the number of times they came in a minute, and how they mixed fragments of dried grass and straw with the mud before taking the material aloft. All the while the water murmured, and the birds answered with gentle song. They soon came to know me, and minded not my presence; and I kept away marauding village cats - lean animals with pointed ears and staring eyes: a tribe existing on rats.

Henry Williamson
(Writer and Naturalist)

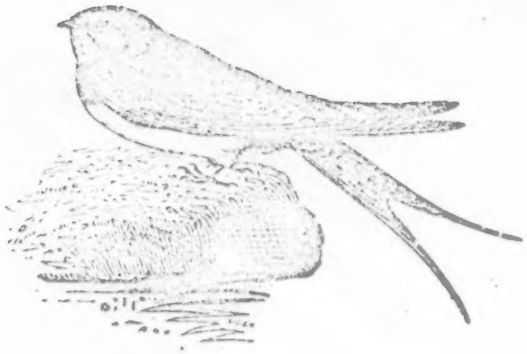
THE SWALLOW - an extract

Pretty swallow once again,
  Come and pass me in the rain
Pretty swallow why so shy?
  Pass again my window by ....

Pretty little swallow, fly,
  Village doors and windows by,
Whisking over garden pales
  Where the blackbird finds his snails ....

On your thatched cottage stop,
  In that sooty chimney stop,
Where thy wife and family
  Every evening wait for thee.

John Clare
(Ploughman and Poet).



1. HOMECOMING

THINGS TO DO

READING THE POEMS AND EXTRACTS FROM THIS SECTION YOU WILL BE ABLE TO DISCUSS IN YOUR GROUP THE FOLLOWING QUESTIONS:

1. DO YOU THINK W.H. DAVIES IN THIS FIRST POEM HAS THE SAME THOUGHTS AS JOHN CLARE?
2. READ THE POEM. LISTEN TO ITS RHYTHM.
3. CAN YOU THINK OF OTHER WELL KNOWN RHYMES WHICH HAVE THIS RHYTHM?
4. YOUR TEAM COULD TOGETHER, THINK OF WAYS OF WRITING A SIMPLE POEM ABOUT THE ARRIVAL OF THE SWALLOWS - LOOK AT THE H. WILLIAMSON PIECES FOR SOME IDEAS AND IMAGES.
5. IN THE LAST POEM, WHY DOES JOHN CLARE WANT TO SEE THE SWALLOWS RETURN TO HIS WINDOW?

6. NOW TRY YOUR HAND AT WRITING ABOUT ANIMALS. THE ANIMAL YOU CHOOSE CAN BE A PET, OR WILD, OR CAPTIVE.

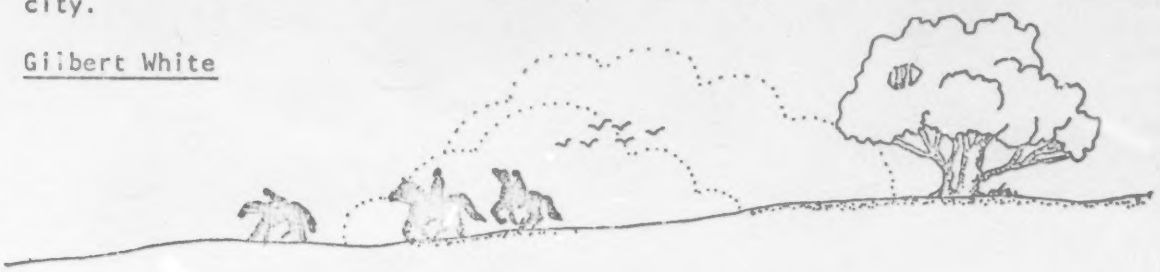
2. SWALLOWS HUNTING

Horsemen on wide downs are often closely attended by a little party of swallows for miles together, which plays before and behind them, sweeping arou and collecting all the skulking insects that are roused by the trampling of the horses' feet, when the wind blows hard; without this expedient, they are often forced to settle to pick up their lurking prey

This species feeds much on little Coleoptera, as well as on gnats and flies; and often settles on dug ground, or paths, for gravels to grind and digest its food. Before they depart, for some weeks, to a bird, they forsake houses and chimneys, and roost in trees; and usually withdraw about the beginning of October; though some few stragglers may appear on at times till the first week in November.

Some few pairs haunt the new and open streets of London next the fields, but do not enter, like the house martin, the close and crowded parts of the city.

Gilbert White

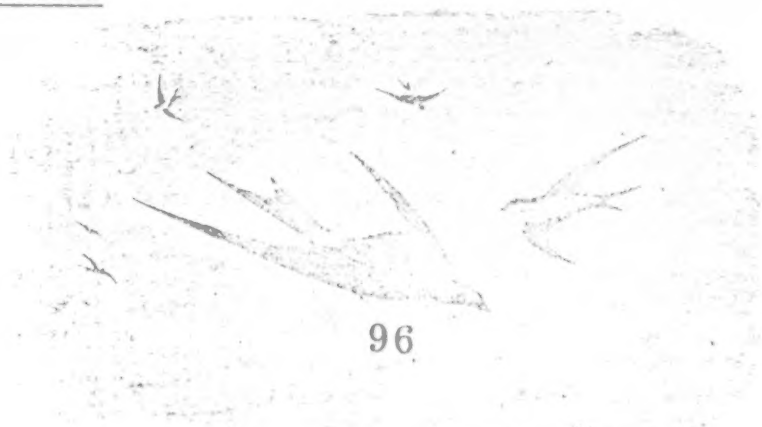


"The valley of the Nile is a sort of bottle-neck, you know. They move in successions of little drifts or flights, warblers, martins, swallows, cuckoos, and later the turtle doves, swifts, and nightjars, scores of different kinds of birds. They always come this way.

The Great North Way, as it were".

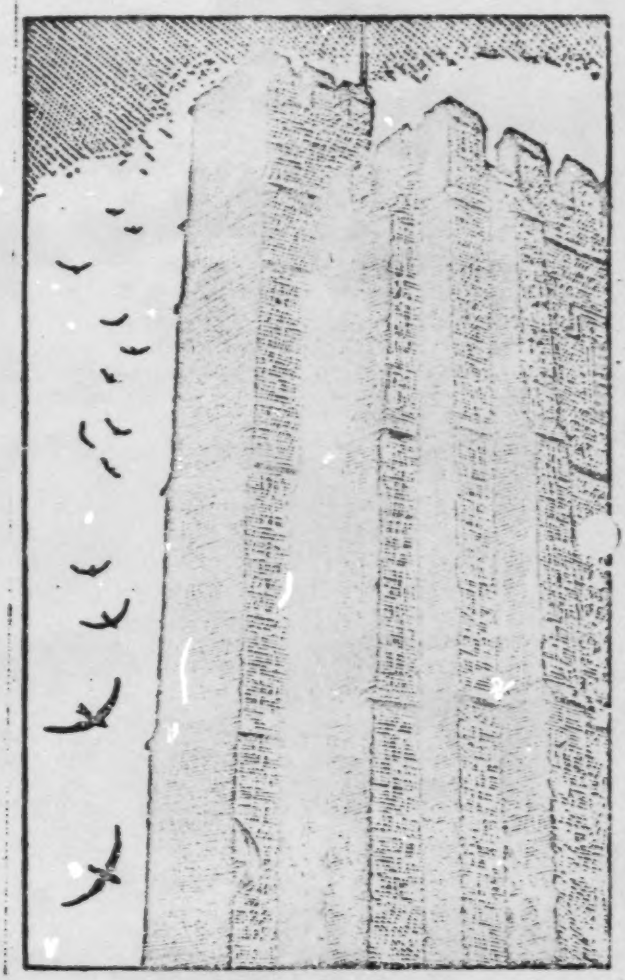
"Why do they do it? Instinct. Million year old custom. Food. Why are we here, in this blasted place? Same reason. Food - mainspring of life. What did you say? "

Henry Williamson



Each species of swallow drinks as it flies along, sipping the surface of the water. The swallow washes on the wing, by dropping into a pool for many times together. In very hot weather house-martins and bank-martins dip and wash a little.

Richard Jefferies



WEATHER LORE

When the swallows flutter high
Then the weather's always dry:
But when she slowly skims the plain
Ere tomorrow, there'll be rain.

Anon.

All the summer long is the swallow a pattern of industry and affection, for, from morning to night, while there is a family to be supported, she spends the whole day in skimming close to the ground. Avenues, pasture-fields, and mown meadows where cattle graze, are her delight, especially if there are trees, because in such spots insects most abound. When a fly is taken, a smart snap from her bill is heard, resembling the noise and the shutting of a watch-case; but the motion is too quick for the eye.

Gilbert White

They seem fond of flying round and near horses and cattle, as if insects were more numerous near animals. While driving on a sultry day I have watched a swallow follow the horse for a mile or more.

Henry Williamson

2. SWALLOWS HUNTING

THINGS TO DO

1. WHAT KIND OF FOOD DOES THE SWALLOW FEED UPON? MAKE A LIST.

2. CAN YOU THINK HOW THIS DIET LINKS THE SWALLOW TO WARM LAND AND WATER?

3. WHY DOES THIS GROUP THINK THAT THE SWALLOWS MOVE FROM ENGLAND IN WINTER?

4. WHY IS THE RIVER NILE CALLED THE GREAT NORTH WAY?

5. WHY DO SWALLOWS FLY HIGHER IN HOT DRY WEATHER, BUT LOW IN COOL SPELLS? (WEATHER LORE WILL GIVE US A CLUE).

6. MAKE SOME DRAWINGS ABOUT THE LONG JOURNEY. LOOK AT THE WALL MAP.

7. FIND OUT HOW FAR IT IS FROM AFRICA TO ENGLAND.

8. AT 50 MILES PER DAY, HOW LONG WILL THE JOURNEY TAKE?

3. BUILDING THE NEST

ARITHMETIC

Three twittering swallows, hawking between the ricks -
The oddest theirs of all arithmetics!

Daring their fears, the cliffs of England won,
Two in late April came ... Their housework done
They conned this simple problem - (1 x 1).

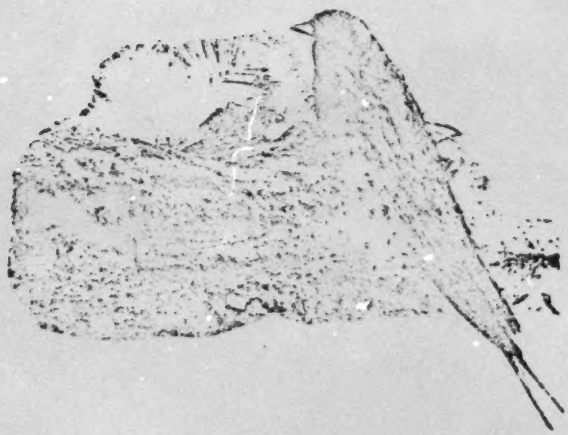
And lo! - in the evening sunshine, gilding the ricks -
Four fish-tailed fledgelings, and the answer - six!

Walter de la Mare
(Poet, Writer and Mystic)

In Sweden she builds in barns, and is called ladu swala, the barn-swallow. Besides, in the warmer parts of Europe there are no chimneys to houses except they are English-built: in these countries she constructs her nest in porches, and gateways, and galleries, and open halls.

Gilbert White

Swallows and House-Martins may be described as workers in stucco or cement. With considerable labour and no little skill, they make their nests of pellets of mud bound with fibres and hairs, and it seems that their saliva has a hardening effect. They are summer residents, and on their arrival in spring from their winter quarters many seek out their old nests and if they are at all habitable they repair them and use them. These birds evidently act on the principle that it is no use going to the trouble of building a new house when the old one can be made to serve. Their nests are made under cover so they are not subjected to severe weathering which, were they exposed, would ruin them; nor are the eggs and young exposed to the mercy of the elements.



But the swallows rarely fail to come in the spring, and soon begin to repair their nests or build new ones with mortar from the roads; a rainy day is very useful to them and they alight at the edge of the puddles, finding the mud already mixed and tempered for them there. In such weather they will fly backwards and forwards by the side of a hedge for a length of time, skimming just above the grass, when, looking down on them instead of up at them, the white bar across the lower part of the body just before the tail forks is very noticeable. The darker feathers have a glossy bluish tinge on the black.

Henry Williamson

3. BUILDING THE NEST

THINGS TO DO

1. MAKE A GROUP LIST OF THE NATERIALS USED IN NEST BUILDING.

2. MAKE A GROUP LIST OF ALL THE DIFFERENT BUILDING SITES THAT SWALLOWS USE.

3. MAKE A LIST OF 6 POSSIBLE SITES AROUND THE MADELEY COURT SCHOOL AREA.

4. TRY TO COLLECT SOME OLD SWALLOWS NESTS FROM LAST YEAR. (BE VERY CAREFUL HOW THIS IS DONE AND DO NOT CLIMB FOR HIGH ONES.) BRING THEM TO SCHOOL. EXAMINE THEM CLOSELY AND MAKE A REPORT.

5. IMAGINE YOU ARE A SWALLOW AND YOU ARE BUILDING A NEST. WRITE ABOUT WHERE YOU DECIDE TO BUILD AND TELL THE STORY OF HOW YOU COLLECTED THE MATERIAL.

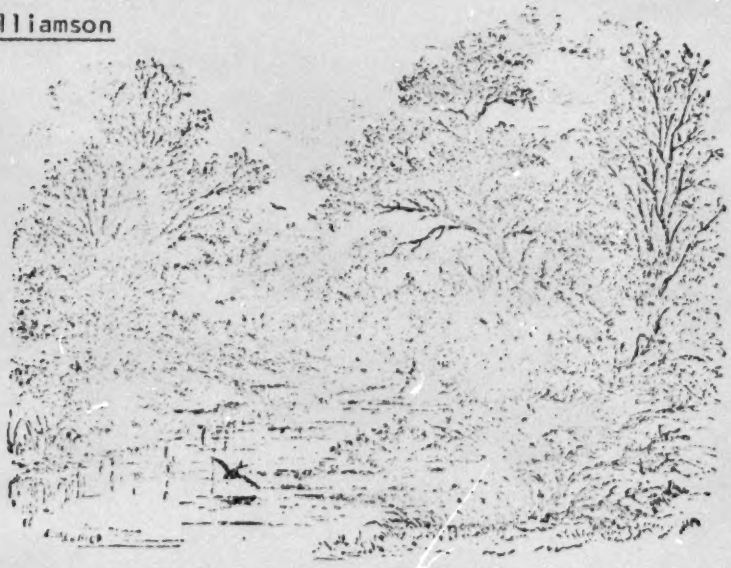
4. SKY-FLIGHT

It is a pleasant sight to watch them gliding just above the surface of smooth water, dipping every now and then. Once, while observing some swallows flying over a lake, on a windy day, when there were waves of some size, I saw a swallow struck by the crest of a wave and overwhelmed. It was about twenty yards from a lee shore, and the bird floated on the water, rising and sinking with the waves till they threw it on the bank. It was much exhausted, but when placed on a stone in the warm sunshine soon recovered and flew off .....

Richard Jefferies

Flying a few feet only above the waves, where with its fellows it had descended in vain hope of escaping the everlasting shear of the winds, was a swallow with a small aluminium ring fastened to its left foot. The ring was stamped "Witherby, High Holborn, London", with a number indicating that the bird had been a fledgeling at Buckhurst Hill, Essex, only ten months before.

Henry Williamson



These birds have a peculiar manner of flying, flitting about with odd jerks and vacillations, not unlike the motions of a butterfly. Doubtless the flight of all swallows is influenced by, and adapted to, the peculiar sort of insects which furnish their food. They dip and wash as they fly sometimes, like the house-martin and swallow.

Gilbert White

SKY-FLIGHT

CROSSING THE ALPS

Towards noon the wind wore itself away, and hope arose in the flying swallow as he saw land. It was the coast of Europe. Now his twittering was jubilant. He rested with others of his Essex clan - for all the survivors of his clan had left England together six months previously - on a ledge of cliff that once had been a swallows' colony. With them a few hours later he set off again, northwards through the afternoon and dusk and night to the green radiance of all their hope and being. At three thousand feet they flew, calling to each other during the first hours of darkness; and the air grew colder and sharper, and the leaders led them higher and higher until the young swallow had no strength to spare for twittering. They were above the tree-line now; and still they climbed, into the night glimmering around the mountain snow-fields. Then they were fleeing downwards through the Col des Hirondelles with the joy of release, for this was the last barrier before home. The mainspring of the mass, or species, was unwound.

Henry Williamson

4. SKY-FLIGHT - THINGS TO DO

1. MAKE SOME GOOD PICTURES AND MOBILES OF SWALLOW FLIGHT.

2. LISTEN TO THE MUSIC ON CASSETTE No. 518/83. THE MUSIC IS CALLED FLIGHT OF THE SWALLOW - WRITE OR DRAW WHAT THE MUSIC TELLS YOU.

3. THERE ARE SOME GOOD EXCITING SCENES TO THINK ABOUT AND DISCUSS.

4. DIVIDE INTO GROUPS AND ORGANISE EITHER. A SERIES OF PICTURES OR A MOVEMENT SEQUENCE TO ILLUSTRATE ONE OF THE PASSAGES ABOVE.

5. WHAT ARE THE REASONS FOR FIXING RINGS TO BIRDS? DOES THE GROUP FEEL IT IS A CRUEL METHOD?

6. IMAGINE YOU FIND A BIRD. TELL THE STORY OF HOW YOU LOOK AFTER IT AND EVENTUALLY LET IT GO.

5. HAZARD

They must undergo vast devastations somehow and somewhere; for the birds that return yearly bear no proportion to the birds that retire.

Gilbert White

THE SEA

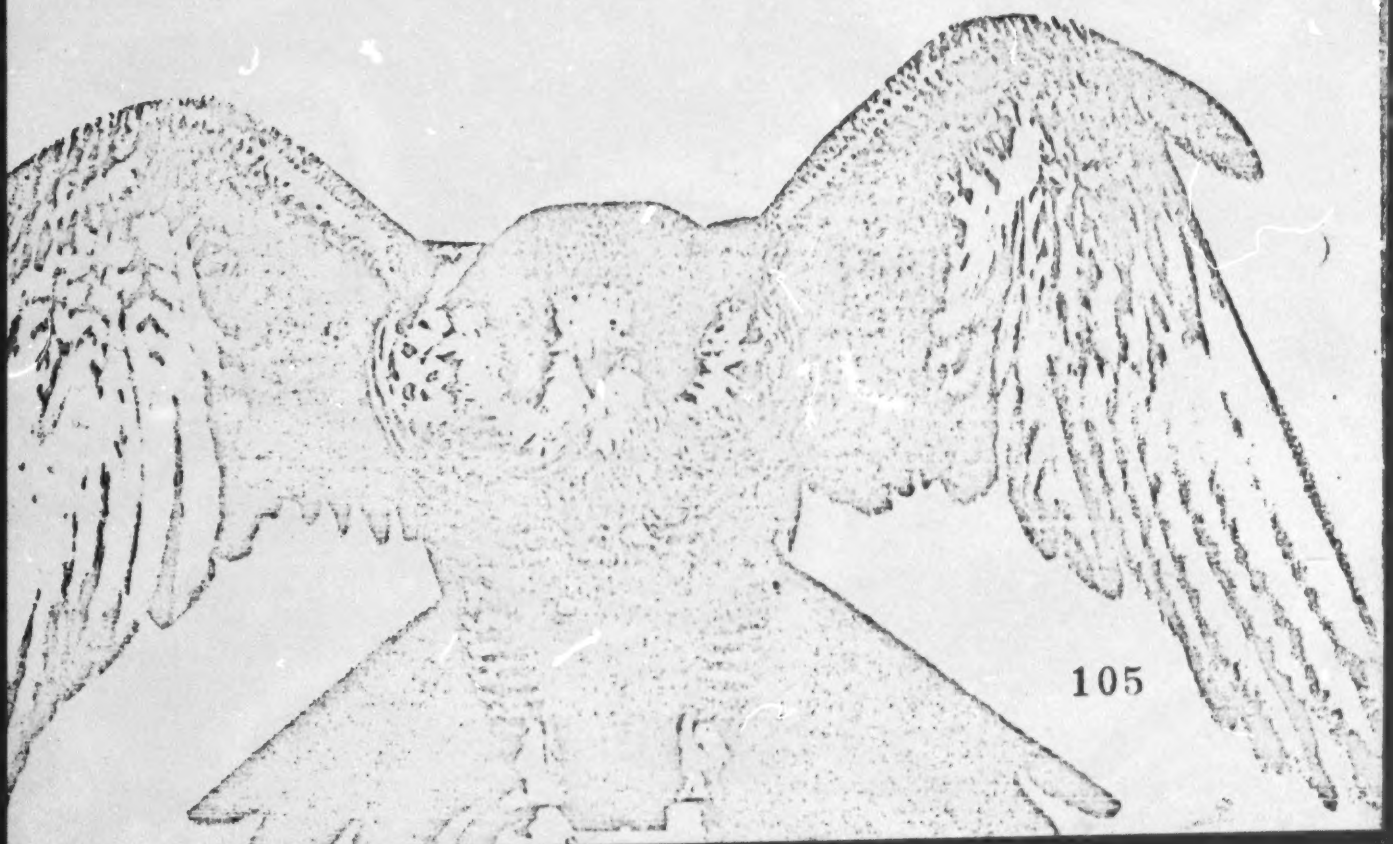
The wind drove the unwilling waves, sometimes tearing a crest that fell back upon its uneven mound, as though to seek again in blind curiosity one or another of the thousands of little travellers which lay drowned in the water.

Henry Williamson

THE HAWK

Sometimes a larger bird with sharp powerful flight sped among them, a hobby falcon which preyed on swallows ....

Henry Williamson



Other travellers, weaker of light than the swallows, were striving against the blind wind - nightingales, garden warblers, blackcap warblers, all of them small insect-eating birds. Their minds were set beyond the need for food and rest- they saw the waves and the wind as something to be passed, and passed, and passed, when they might come to the green radiance now as though burning dimly within their being.'

Henry Williamson

Swallows frequently come down the great chimneys at the farmhouse and are found in the rooms, but are always allowed to escape from the window. Swallows are said not to perch; but I have seen them repeatedly perch on those sticks which, where the thatch has somewhat decayed, project and few inches above the roof-tree. Sometimes a row of half a dozen may be observed settled on the roof here.

Richard Jeffries

EGYPT

The native policeman on point duty was cocking an eye upwards. A big American car drew up by him, and an elderly man wearing a Panama hat got out. The policeman spoke to him, nodded, and pointed into the sky. Others were looking upwards also.

The young Englishman then realised that the sun was being darkened by the flight of birds.

High up like trails of smoke across a calm windless sea they were flying, northwards to the European spring ....

"Yes, the first time you see them, it's a disturbing sight. Swallows, most of them; they always travel over this part of their route in large flocks. Want to get away as quickly as possible, I suppose! Wishing you were going with them? "I always like to drink success to the little beggars. They have a devil of a journey sometimes, what with head-winds when crossing the sea, and those electric wires the Italians put up to get 'em for the market - although I've heard that Mussolini's altering all that - and the French sportsman who shoots everything he sees."

Henry Williamson

There was a frail flutter of feathers in the sunshine, a red drop on the ancient sward, a scuttle of terrified rabbits, a faint scream trembling and dying in the blue. Then only the murmur of the sea far below and the humming of the single telegraph wire near the pathway. The peregrine falcons had taken the lone and beloved swallows.

A SWALLOW THAT FLEW INTO A ROOM.

I give thee back thy freedom, bird,
But know I am amazed to see
These lovely feathers which thou hast
Concealed so many years from me.

Oft have I watched thee cut thy name
Of Summer on the clear blue air,
And praised thy skilful lettering -
But never guessed thou wert so fair.

It is maybe thou hast no wich
For praise save for thy words of grace
Thou scornest beauty like the best
And wisest of our human race.

W.H. Davies

(Poet, Pedlar, and wanderer)

5. HAZARD - THINGS TO DO

1. Make a group list of all the dangers which threaten the migrants upon their journey.

2. Can you think of other dangers which have not been mentioned?

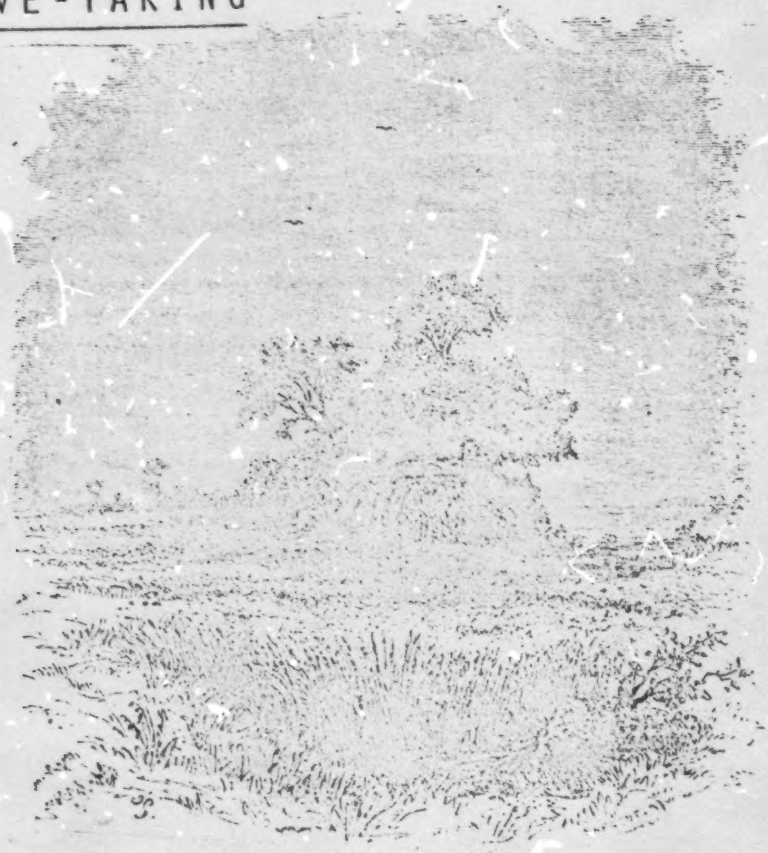
3. You are a swallow in flight and suddenly you are caught up in a very bad storm. Say what happens to you and how you manage to get out of it safely. You may listen to the Cassette of music. 515/2.

4. You are a swallow and have fallen down the chimney of the Smith's house! Tell of the adventures you have when you are found by the family.

5. You are a pair of swallows on a long journey. Tell of some of the frightening things that happened to you and some of the nice things.

6. Write some verses of your own on the hazards of the long flight.

6. LEAVE-TAKING



THE LONE SWALLOW

..... I cannot understand it; my heart is heavy. Why have they gone so suddenly? The sun shines, and insects are plentiful. Usually the hosts foregather on the single telegraph wire that never ceases to hum between the sun-bleached posts in the sunken lane. This autumn there were no preparations for the great southerly flight. One night, in the quiet starlight, they disappeared, speeding down the silver stain of the Milky Way towards the big lantern star Formalhaut.

Henry Williamson

TO HIS MAID PREW

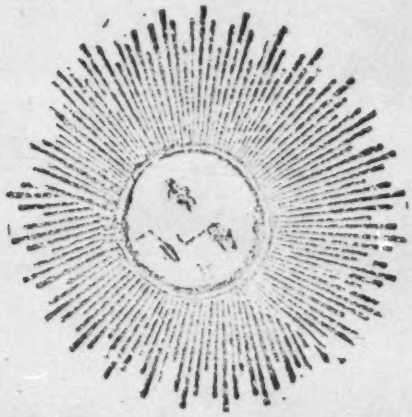
These SUMMER BIRDS did with thy master stay
  The times of warmth; but then they flew away
Leaving their poet (being now grown old)
  Exposed to all the coming winters cold ....

Robert Herrick
(Priest, Poet and Squire)

THE SWALLOW

Fly away, fly away, over the sea
Sun-loving swallow, for summer is done
Come again, come again, come back to me
Bringing the summer and bringing the sun.

Christina Rossetti



At the age of six months it was observed flying gaily around a suburb of Cape Town, borne thither by the power contained in an ounce or so of flesh and sinew and nerve, by the mind and feeling housed in a few grammes of brain - but directed by what invisible Spirit?

SWALLOWS FLOWN BY

WHENCE COMES THAT SMALL CONTINUOUS SILENCE
HAUNTING THE LIVELONG DAY?
THIS VOID WHERE A SWEETNESS SO SELDOM HEEDED
ONCE RAVISHED MY HEART AWAY?
AS IF A LOVED ONE, TOO LITTLE VALUED
HAD VANISHED - COULD NOT STAY?

Walter de la Mare
Poet & Mystic

6. LEAVE TAKING - THINGS TO DO

1. THERE IS A SADNESS ABOUT THIS SECTION WHICH EACH WIRTER (EXCEPT THE LAST) FEELS ABOUT THE SWALLOWS LEAVING.

2. THE GROUP SHOULD FIND OUT FROM AN ATLAS HOW FAR THE MIGRANTS FLY.

3. IF THEY START OUT IN SEPTEMBER, TO LEAVE ENGLAND - HOW MANY DAYS FLYING WILL IT TAKE AT AN AVERAGE OF 50 MILES PER DAY.

4. WOULD IT BE POSSIBLE TO TRAVEL DAY AND NIGHT?
DISCUSS THE ADVANTAGES AND DISADVANTAGES OF TRAVELLING BY NIGHT AND DAY. MAKE A LIST.

5. WRITE STORIES ABOUT THE ADVENTURES OF A PAIR OF SWALLOWS LEAVING FOR AFRICA.

Cassette on Bird Migration

Questions

1. The question on the programme came from Pietermaritzberg in Natal, South Africa. Point it on an atlas.
2. In what months of the year did the flock of swallows gather to migrate from S Africa
3. How did the flocks behave?
4. In which direction did the flocks drift?
5. Did the flocks in Europe behave in the same way before migrating back to Africa.
6. In which direction did they drift?
7. In what months did these flocks gather?
8. (a) DIURNAL means "by day". } Which kind of bird
NOCTURNAL means "by night". } is the swallow?

(b) What is the difference between diurnal and nocturnal migrants in terms of their body fat

9. What is a typical nocturnal migrant? Find a picture. Draw it if you like.
10. How far does this nocturnal migrant travel in its from

11. How fast does a swallow travel by contrast?
12. What other diurnal migrants are there besides the swallow. Find pictures and draw them if you like.

(1) Make a tracing of this map, very neatly.

(2) Colour in - England (green)
Spain (red)
France (yellow)
Africa (blue)

(3) Label - South Africa, Gibraltar, Morocco, Egypt,
England, North America, Canada, Russia, China.

(4) Draw in The Route of the Swallows' Spring Journey. —·—·—·—

(5) Find out the route of migrating Barnacle Geese
Shearwaters
Cuckoos.

THE LIFE OF THE SWALLOWS - STUDY WORK 2.

1. THE FLIGHT OF THE SWALLOW -

   Arrow, Darting, Swift, Sure, Fluttering, Heavy, Awkward, Sweeping, Swooping, Hungry, Pressing, Straight, Weighty, Dainty.

   Make three lists: 1. Like a Swallow. 2. Not like a Swallow.
   3. Words that are the same in some way.

2. THE LOOK OF THE SWALLOW -

   Burnished, Green, (Pale/Night-blue), Dots, Shiney, Steely, Bright, Scarlet, White, Snowy, Brown.
   Smooth, Streamlined, Cross, Arrow-head, Dart, Forked, Arched, Crescent, Silhouette.

   Make three lists: 1. Like the Swallow. 2. Unlike the Swallow.
   3. Words which go together. Make a Poem.

3. Migrants, Passage Birds, Gregarious, Solitary, Residents, Insectivores, Carnivores, Uncharted, Trackless.

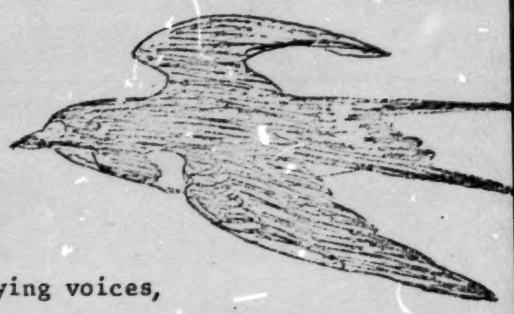
   Make some sentences to show the meanings of those words.
   Then put the words in pairs - Similar words or Opposites.

THE LIFE OF THE SWALLOWS - STUDY WORK 3.

COPY OUT THE RIDDLES AND EXPLAIN THEM IN YOUR OWN SIMPLE WORDS.

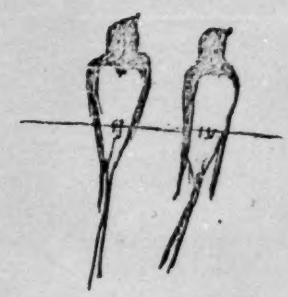
- 1 -

Small cup of clay and down
Beneath the barn's oak beams it hangs,
Sheltering the flightless, sightless
Apprentice gnat hunters.
Where and what are they?



- 2 -

On the parallel lines of copper, carrying voices,
Dozens of forked crochets
Make music
Above the smoky rooftops.
What time has come?



- 3 -

Coming in from France on a S.E. breeze
The white piles of chalk
Gleam behind the beam
Of the rocking light-ship,
We rest on the rusting rails.
Where have we landed?

THE LIFE OF THE SWALLOWS

HOME AT LAST!

64

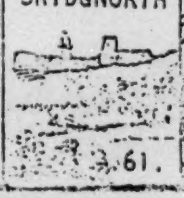
COURT HOUSE, MADELEY.

63

HAWKS HUNTING. MOVE ON TO 63.

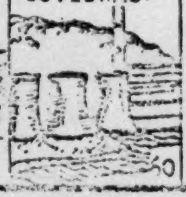
62

BRIDGNORTH



61.

BUILDWAS.



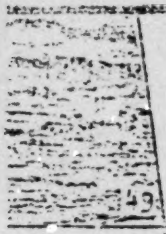
60

POWER STATION. LOTS OF MIDGE FOOD GO TO 64.

59.

58

57



49

REST IN HAMPSHIRE MISS A GO

50

APRIL 51

FOLLOW THE THAMES. FEED WELL. GO TO 58.

52

53

54

55

SWALLOWS PAIR AND SCATTER.

56

NIGHT CROSSING OF THE DOVER STRAIT.

48.

47

CALAIS HARBOUR. CLEAR NIGHT. HEAD FOR DOVER. 46.

STORM AT SEA. FLOCK RETURNS TO 41.

44.

43

N.E. WIND FLY TO CHANNEL ISLES.

42

33

FROST IN CENTRAL MOUNTAINS NO FOOD. MISS A GO

34

35

VINEYARDS OF FRANCE

36.

37

NIGHT REST

GOOD FEEDING.

GO TO 49.

38

39

CROSSING THE RIVER LOIRE.

40.

F ALCON HUNTS THE FLOCK. GO TO 45.

32

31

CROSS HILLS TO FRANCE.

30.

SPAIN

29

MADRID. HUNTERS SCATTER FLOCK. GO BACK 4.

28.

MARCH 27

26

25

17

MOROCCO. REST IN ATLAS MTS MISS A GO.

18

19

TANGIER.

FEED WELL GO TO 30.

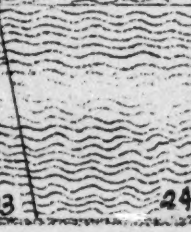
20

21

CROSS SEA TO GIBRALTAR. LIGHTHOUSE

22

23



24

HEAD WIND SLOWS FLIGHT. MISS A GO

16

SANDSTORM MISS 2 THROWS.

15

DAY STOP IN THE TASSILI CAVES. GO TO 19.

14

FEBRUARY 1

SOUTH DESERT STILL GREEN. GO TO 17.

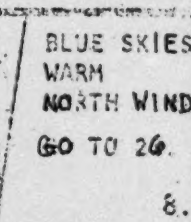
12

THICK RAIN FOREST. FEED AND REST MISS A GO.

11

NIGERIA.

10



9

BLUE SKIES WARM NORTH WIND

GO TO 26.

8.

AFRICAN SUMMER. THROW 6 AND HEAD NORTH

JANUARY 1

OFF COURSE.

MISS A GO.

116

2.

3

CONGO RIVER.

MANY FLIES

GO TO 10.

4.

5

HEAVY RAIN STORM. FEATHERS WET.

GO BACK ONE.

6.

7